DEUTSCH

Middlebury College

Summer 1993 • Academic Year Abroad 1993-94

The German School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5528

Summer 1993
Seven-Week Session
June 25 - August 13
Total: $3,835
(Tuition $2,500; Board $950; Room $385)

Six-Week Graduate Session
June 28 - August 13
Total: $3,760
(Tuition $2,500; Board $900; Room $360)

Academic Year 1993-94
School in Germany
Junior and Graduate Programs
Tuition: Full year - $9,100; Semester - $4,650

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Vorwort

Liebe Freunde der Deutschen Schule!

So früh es Ihnen erscheinen mag, der Sommer 1993 steht uns schon ins Haus! Und wieder stehen wir vor der Aufgabe, unserem landesweiten Ruf als eines der besten und anspruchsvollsten Sommerprogramme in den USA und Canada gerecht zu werden. Das diesjährige Programm rechtfertigt, wie ich meine, durchaus diese Hoffnung. Ausgewogenheit von Sprach-, Literatur- und Kulturkursen in unserem Lehrangebot und Aktualität in der Thematik waren die Hauptkriterien bei der Gestaltung des Programms. Und auch in diesem Jahr setzt sich die Fakultät wieder aus erstklassigen Professoren von beiden Seiten des Atlantiks zusammen.

Auch für Sie ist es nicht zu früh, über die Gestaltung Ihres Sommers nachzudenken. So verlockend exotische Urlaubsangebote auch sein mögen, viele von Ihnen, die diesen Katalog in Händen halten, werden wahrscheinlich eine berufliche Fortbildung oder ein Zusatzstudium eher in Erwägung ziehen. In dem Fall lohnt es sich durchaus weiterzulesen. Ich bin überzeugt, daß Ihnen bei dem vielfältigen Lehrangebot einige Kurse oder Seminare zusagen werden. Um Ihnen die Entscheidung etwas zu erleichtern, den Sommer bei uns in Middlebury zu verbringen, stehen auch in diesem Jahr wieder eine Reihe von Teil- und Vollstipendien zur Verfügung.

Die innen- und außenpolitischen Folgen der Wiedervereinigung zeichnen sich im Rahmen der sich anbahnenden gesamteuropäischen Neugestaltung immer deutlicher ab. Kein Wunder, daß im Ausland das Interesse an der politischen, wirtschaftlichen und kulturellen Entwicklung dieses vereinten Deutschlands ständig steigt. Im Zuge der seit drei Jahren laufenden langfristigen Umstrukturierung und inhaltlichen Neuorientierung unseres Programms soll auch weiterhin dieser Tatsache Rechnung getragen werden. Im Sieben-Wochen-Programm wird die landeskundliche Thematik in den einzelnen Kursen intensiviert und erweitert. Im Sechs-Wochen-Programm kommen wir unserem Ziel, neben dem Magister in Literatur nun auch einen Magister in German Studies (mit landeskundlichem Schwerpunkt) anzubieten, durch ein erweitertes Kursangebot einen Schritt näher. Wir hoffen, daß die unter dem Oberbegriff German Studies angebotenen Kurse über die deutsche Geschichte zwischen Reform und Revolution sowie über die Zusammenarbeit zwischen dem Dichter Hofmannsthal und dem Komponisten Strauß auf Ihr Interesse stoßen.

Das Sieben-Wochen-Programm wird in diesem Sommer wieder unter der bewährten Koordination von Karl Obrath stehen. Die erfolgreiche Struktur des Vorjahres wird beibehalten, wobei ich allerdings darauf hinweisen möchte, daß zwischen dem ersten und zweiten Jahr in diesem Sommer erstmals eine Zwischenstufe angeboten wird. Das im Vorjahr erarbeitete Unterrichtsmaterial für das vierte Jahr hat sich so hervorragend bewährt, daß wir es auch in diesem Jahr

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

German at Middlebury

Graduate and undergraduate courses in German are offered during the summer on the Vermont campus. All programs of study emphasize both the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive*. During the academic year, graduate and junior year study is offered at the Middlebury School in Mainz.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by assessment of language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German requires twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice* (if not exempted); *Introduction to Literary Scholarship*; one linguistics course; two courses in area studies, including art history, philosophy, music, economics, history, or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language*, *Methods of Teaching Literature*, or *Methods of Teaching "Landeskunde;"* one seminar in which the student has to write a *Proseminararbeit* (15-20 pages).

The remaining five courses may be concentrated in one or two areas: literature, linguistics, or civilization. One of these must be a seminar in which the student writes a *Seminararbeit* (20-25 pages). The seminar which includes the *Seminararbeit* may be taken as early as the second summer, and should be taken no later than the third. Students normally write the *Proseminararbeit* before the *Seminararbeit*.

The director or dean may waive *Advanced Language Practice* on the basis of demonstrated proficiency to allow a student to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a seminar which includes a *Proseminararbeit* and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history, or philosophy.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. Address inquiries to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; two graduate courses in a second language (French, Italian, Russian or Spanish); a comprehensive written and oral examination in German; one year's residency in Germany; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus. During this summer they enroll for credit in two advanced graduate courses in German and audit a third course which provides the context for the qualifying paper. The instructor of the audited third course serves as the director of this paper, which must be completed within the six weeks of the graduate session. Inquiries about the D.M.L. program should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Academic Policies

Credits

Credit is defined in terms of *units*. A unit is equivalent to three semester hours. Levels 100 through 400 normally yield a total of three units (nine semester hours) of credit. A full six-week graduate program consists of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *The Middlebury College Language Schools do not calculate grade point average or class rank; all credits expire after ten years.*

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

Two-week graduate seminars may be offered during some summer sessions. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree, and prior approval of the director or dean is required. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation, and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not avaliable to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year that is payable to Middlebury College is tuition. In cases where financial aid exceeds tuition and will be used to cover a portion of living expenses, the balance of aid will be sent to you abroad, in care of the director of your school. Federal regulations state that enrollment must be verified before funds can be disbursed. Therefore, you should plan to have money available to cover travel books, and the first month of living expenses abroad. Your refund will be sent to you in two disbursements: the first one after fall registration, and the second one at the beginning of the second semester. Students receiving financial aid to go abroad will receive information from the Office of Financial Aid during the summer detailing the logistics of the academic year aid package; individual appointments may also be made.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

DAVID MAJOR. M.A., Middlebury College. (Assistant for Music)

GUNTER MARTENS. Professor of German, Universität Hamburg. Dr. phil., Universität Hamburg.

FRANK MENZEL. Wissenschaftlicher Mitarbeiter, Universität Köln. 2. Staatsexamen, Universität Köln.

ERNA NEUSE. University Professor II of German, Rutgers University. Dr. phil., Universität Wien.

KARL OBRATH. Assistant Professor of German and Director of Undergraduate Studies, University of Cincinnati. Ph.D., University of Cincinnati.

SUNKA SIMON. Assistant Professor of German, Smith College. Ph.D., Johns Hopkins University.

BRENDA SMITH. Senior Artist Faculty in Voice, Dickinson College. D.M.A., University of Maryland. (Coordinator of Musical Activities)

GABRIELA WETTBERG. Lecturer in German, Dartmouth College. Ph.D., Rutgers University.

CHRISTOPHER WICKHAM. Associate Professor of German, University of Texas, San Antonio. Ph.D., University of Wisconsin.

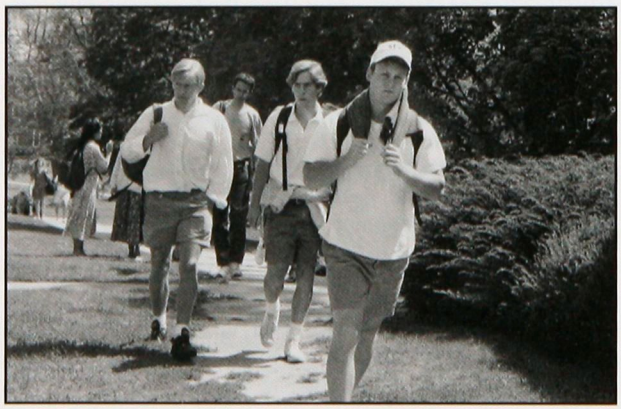
Note: Other faculty may be appointed later.

Assistants

RALPH BORRMANN
HOWARD BURTON
GISELA FIELDS
MARLIES REPPENHAGEN

Administrative Staff

INGRID HERTEL PIXLEY. German School Assistant.



Course Offerings
Intensive Language Courses

Courses marked + are in the seven-week program.

101-102-103 Elementary German +

Lischke (coordinator), Hampton, NN

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory and computer center. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program, audio-visual presentations supplement regular classroom activities.

Required texts: Möller/Liedloff, *Deutsch heute,* 5th ed. (Houghton Mifflin); Vail/Sparks, *Der Weg zum Lesen,* 3rd ed. (Harcourt Brace Jovanovich). Other materials will be made available.

Note: All students who have prior knowledge of German and want to be placed beyond the Elementary German level (101-102-103) are required to take an analytical placement examination involving all four skills. On the basis of the test results, students will be advised in their course selection.

198-199-200 Early Intermediate German +

Cross (coordinator), Menzel

The successful completion of this course corresponds to the equivalent of second and third semester German. The active use of all major points of basic grammar and vocabulary is stressed in order to bring students to a common working level in the four skills. During the second half, a greater emphasis will be placed on the development of writing skills and reading strategies with appropriate cultural and literary texts. Audio-visual materials supplement the four hours of classroom instruction. Listening comprehension and pronounciation practice require the use of the language laboratory.

Required texts: To be announced.

201-202-203 Intermediate German +

Obrath (coordinator), Menzel, Simon

This is an integrated program consisting of four hours of classroom instruction and some work in the language laboratory. To develop the four skills, students take three basic courses; a Grammar Review, Composition and Conversation, German Culture and Life, plus one literature module per each half of the term.

Required texts: Gerda Dippmann, *A Practical Review of*

German Grammar (Macmillan); Gerhard Clausing und Katharina von Hammerstein, *Interaktion* (Houghton Mifflin).

301-303 Advanced German+ Wickham (coordinator), Hartmann, Härter, Kahnert

The courses on the 300 level are designed as an integrated program of language learning.

GN 301 *Advanced Grammar and Communication* meets two hours per day to analyze and practice advanced grammatical structures, to provide intensive written and oral language training, to offer insights into the German ways of perception, and to teach strategies of communication and language learning. For this course, some additional language and computer laboratory work will be required. The two major texts are: Hog, Müller, Wessling, *Sichtwechsel* (Klett Verlag) and Dreyer, Schmitt, *Lehr- und Übungsbuch der deutschen Grammatik* (Verlag für Deutsch). (Kahnert, Wickham)

GN 302 *Modern German Literature* uses short German prose to enrich the cultural context, to increase vocabulary, to reinforce grammatical and communicative structures, and to introduce methods of literary interpretation. (Hartmann, Richter)

GN 303 *German Culture and Society* introduces contemporary German culture and some historical background to increase vocabulary, to reinforce grammatical and communicative structures, and to facilitate a better understanding of German culture and society. (Kahnert, Wickham)

Students are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache*, administered through the Goethe Institut Boston, for a small additional fee.

401-412-444 Advanced German+

Gutzmann (coordinator), Borowsky

GN 401 *Stylistics, Expository Writing and Communication* is conceived as the core course of the program. It meets two hours daily and aims at strengthening the student's ability to write and speak German at an advanced level. A reader with literary texts and expository prose as well as a selection of video materials will be used to enhance the student's understanding and usage of complex linguistic structures, elements of style, and different applications of German in its cultural context. Lectures, films, and other cultural events of the German School will be incorporated into the course. (Gutzmann)

GN 412 *Analysis of Literary Texts* uses 20th century literary prose to reinforce stylistic principles, expand vocabulary, supply cultural context and demonstrate methods of literary analysis. (Gutzmann)

GN 444 *Germany after Unification* offers a historical and cultural context to reinforce advanced oral and writing skills and to introduce methods of cultural interpretation. (Borowsky)

Students at the fourth year level are encouraged to take the examination *Zentrale Mittelstufenprüfung* administered through the Goethe Institut Boston for a small additional fee.

Graduate Courses

A normal load is three courses per summer, to be selected in consultation with the director or dean. First year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take the sets of placement tests designed for the six-week program. Only courses designated as seminars can be taken in order to write a *Proseminararbeit* (15-20 pages) or *Seminararbeit* (20-25 pages).

Language Application and Textual Analysis

GN 601 Advanced Language Practice: Stylistics, Vocabulary and Grammar in Written and Oral Usage

8:00 (Section A) Wettberg
10:00 (Section B) Wettberg

Intensive written and oral work is the focus of this course. Special attention is paid to the individual needs of students.

Texts: A. und J. Buscha, *Deutsches Übungsbuch* (Langenscheidt); G. Wahrig, *Deutsches Wörterbuch* (dtv). Current newspaper articles will be provided. It is recommended that students bring along their own reference grammar.

Linguistics

GN623 Linguistic Signs and their Application: an Introduction to Communication Theory

1:30 Härter

At the center of verbal communication there is always a message based on linguistic signs. This course starts with an introduction to important sign theories of the 20th century, which leads to the basic questions and problems of communication theory (communication models, pragmatic conditions, metacommunication, etc.). Theoreticians like Saussure, Bühler, Morris, Jakobson and Eco will be discussed. There will also be a strong emphasis on practical questions of communication.

(Photocopied materials available for purchase at Middlebury.)

German Studies - Landeskunde

GN 634 German History between Reform and Revolution 1789 - 1989 (Seminar)

9:00 Borowsky

The focus of this course will be the interdependence between revolution, reform and reaction. The discussion will center around Prussian reforms since 1807 as a reaction to the French revolution, the revolution of 1848 and Bismarck's "revolution from above," the November revolution of 1918 and the "national socialist revolution" of 1933, and finally the "socialist" as well as the "silent revolution" in the German Democratic Republic.

(Photocopied materials available for purchase at Middlebury.)

GN 639 Hugo von Hofmannsthal and Richard Strauss: Operatic Poems and their Music (Seminar)

8:00 - 9:30 (M, W, F) Kenkel / Liermann

(This course may count either as a German Studies course

or as a Literature course.)

This course examines the relationship between a literary text and its musical interpretation. The collaboration between Hoffmannsthal and Strauss serves as the point of departure for individual analyses.

Texts: H.v.H.: *Elektra* (Fischer TB 2163); *Rosenkavalier* (Fischer TB 2163); *Ariadne auf Naxos* (Fischer TB 2163).

Literature

GN 610 Introduction to Literary Scholarship: the Analysis and Interpretation of Literary Texts
9:00 Neuse

The emphasis of the course is on discussing themes presented in lecture format, studying the terminology and techniques of literary analysis and applying these methods to specific texts from various genres. The course is required of students working toward the M.A., M.M.L. or D.M.L. at Middlebury as well as of graduate students planning to participate in the Mainz program.

Texts: Friedrich Schiller, *Maria Stuart* (Reclam 64); Heinrich von Kleist, *Das Bettelweib von Locarno* (Reclam 8003); Georg Büchner, *Woyzeck* (Reclam 7733); Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche).
(Additional photocopied materials available for purchase at Middlebury.)

GN 611 Expository Writing in Literary Analysis
11:00 Huber

(With the permission of the Director, this course may be substituted for German 610.)

The course is designed for beginning graduate students. Participants practice expository writing within an academic framework; topics will come from the area of literary analysis. Following a basic introduction to word processing, written exercises include basic and intermediate techniques, expository strategies, an introduction to critical terminology and analytical concepts, and bibliographical work to include full-size *Referate*. At the end of the course, participants will have a portfolio of about ten papers in German which will have been discussed individually and in class.

Texts: Wahrig, *Deutsches Wörterbuch (dtv 3136);* A.M. Textor, *Sag es treffender* (rororo 6031); other texts to be announced.

GN 654 German History in Drama after 1945
10:00 Hartmann

The plays studied in this course have one common theme: the influence of the past on the present. They take place in the Weimar Republic, during the Third Reich and in postwar Germany. The authors try to establish a broader context; they attempt to expose political and human failures and, above all, they warn of history repeating itself.

Texts: Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche); Martin Walser, *Eiche und Angora* (edition suhrkamp 16); Heiner Müller, *Germania Tod in Berlin* (Rotbuch Verlag 176); Gerlinde Reinshagen, *Sonntagskinder* (Suhrkamp TB 759).

Photocopied materials available for purchase at Middlebury: Heiner Müller, *Die Schlacht;* Botho Strauß, *Schlußchor.*

GN 661 Melancholy of the *Fin-de-Siècle* (Seminar)
10:00 Brauneck

The years around 1900 were experienced by generations living then both as *Endzeit* and as the beginning of the *Moderne*. Melancholic *Sinnkreise* and utopias oriented toward the future stood side by side. This seminar investigates literary works, philosophical texts and art produced during this period of change. Melancholy as a mood of the times and as an attitude of artistic intelligence is a central theme.

Texts: Henrik Ibsen, *Hedda Gabler* (Reclam UB 2773); Frank Wedekind, *Frühlings Erwachen* (Reclam UB 7951); Hugo von Hofmannsthal, *Das Märchen der 672. Nacht und andere Erzählungen* (Fischer TB 1357); Thomas Mann, *Der Tod in Venedig;* Franz Kafka, *Amerika.*

Art: Symbolism, Klimt, Schiele, Kokoschka, Munch.

GN 662 From Romanticism to Heine (Seminar)
10:00 Martens

Close reading of selected texts will serve as an introduction to the literary world of German Romanticism. Romantic lyrical poetry, augmented by historical and theoretical writings of the period, will be the central focus of our discussions. Finally, some texts by Heinrich Heine offer the opportunity for a critical evaluation of the acheivements as well as the dangers of German Romanticism.

Texts: Gedichte der Romantik (Reclam UB 8230); *Romantik I* (Reclam UB 9629); Heinrich Heine, *Ideen. Das Buch le Grand* (Reclam UB 2623); Heinrich Heine, *Buch der Lieder* (dtv 2112).

GN 674 Texts and their Adaptations: the Semiotic Difference
11:00 Brauneck

Theatrical staging and film adaptation, forms of the interpretative struggle with a literary masterpiece, clearly differ from interpretation consisting of literary analysis that produces a methodologically stringent scholarly text as a metatext in the conceptual language of the discipline. Stage and film react differently; out of a subjective concern for an artistic model, each "answers" in the language and images of the medium, creating a new masterpiece that can be very different from the original.

Texts: J. W. von Goethe, *Torquato Tasso* (Reclam UB 88); J. W. von Goethe, *Clavigo* (Reclam UB 96); Georg Büchner, *Leonce und Lena* (Reclam UB 7733); Alfred Döblin, *Berlin Alexanderplatz;* Heiner Müller, *Hamletmaschine;* William Shakespeare, *King Lear* (Reclam UB 9444).

GN 688 Friedrich Nietzsche
11:00 Martens

The focus of this course is the close reading of selected passages from *Geburt der Tragödie*, *Unzeitgemäße Betrachtungen*, *Über Wahrheit und Lüge im außermoralischen Sinn*, and *Also sprach Zarathustra*. In these texts, Nietzsche's concept of art will be the center of our discussions. Finally, the impact of his concept on the development of literature and art in the 20th century will be documented.

Texts: Zarathustra (dtv 2224); *Die Geburt der Tragödie* (dtv 2221); *Unzeitgemäße Betrachtung II* (dtv 2221); *Über Wahrheit und Lüge* (dtv 2221).

GN 480/680 Music Theater Workshop
(Time to be arranged) Smith
Central to the workshop is the analysis and staging of a piece of music theater, or of individual scenes from various pieces. If taking on a main role requires as much time as a regular course, then course credit can be given for the workshop, with the permission of the director and upon the submission of a fifteen-page paper.

Participation in this production is not limited to students in the six-week program; students in the seven-week program are encouraged to participate.

Methodology

GN 696 Methods of Teaching German as a Foreign Language
1:30 Gugg / J. + R. Maiworm
(Photocopied materials available for purchase at Middlebury.)

GN 800 Independent Study Staff

DM 901 Research Paper Kenkel
(DML applicants only)

The School in Germany

Photograph by Thomas Huber

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. Resident Directors of Studies appointed from the Middlebury College faculty administer the school. The school address is: Rheinstraße 42, D-6500 Mainz, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior year program may choose a semester or a full year of study. The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will be spending only the *Sommersemester* at the university. Prior to each semester, the Director of Studies meets with students to guide them in their choice of courses.

Graduate Program

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13* (*Deutsche Philologie, Vergleichende Literaturwissenschaft, Volkskunde* and *Theaterwissenschaft*) at the Johannes Gutenberg-Universität. With the permission of the Director of Studies, courses may be taken in related areas such as philosophy, history, political science, economics or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. Students submit a copy of each paper to the Director of Studies for inclusion in a Middlebury portfolio. The Director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a scholarship to a Middlebury College graduate student who is an American citizen. In addition, one graduate student is nominated for a DAAD fellowship by the German government.

Junior Year Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Wintersemester*, the *Sommersemester* or the entire academic year. Juniors enroll in four courses for credit and write papers for at least three of these. Normally the bulk of the students' work will be in the *Deutsches Institut*, but students majoring in departments other than German, may take courses in an area other than language and literature. All courses are chosen in consultation with the Director of Studies, whose decision is final. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Course Offerings

The following courses were among those offered by *Fachbereich 13* during a recent *Wintersemester*. They serve as an example of the type of courses normally offered each semester:

Lecture courses:
German Etymology
Introduction to 19th Century Literature
Theory of Tragedy
Idealism and Romanticism
Early Thomas Mann

Proseminars:
Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

Advanced Seminars:
Schiller's Dramas
Literature and Film
Tristan and Isolde
Brecht's Theater
Anna Segher's Novels
Teaching Landeskunde

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the Director of Studies, whose decision is final.

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753-6131
(802) 388-3711, Ext. 5528

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The German School
Middlebury, VT 05753 - 6131

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FRANÇAIS

Middlebury College

Summer 1993 • Academic Year Abroad 1993-94

The French School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5526

Summer 1993

Seven-Week Session
June 25 - August 13
Total: $3,835
(Tuition $2,500; Board $950; Room $385)

Six-Week Graduate Session
June 28 - August 13
Total: $3,760
(Tuition $2,500; Board $900; Room $360)

Academic Year 1993-94

School in France
Junior and Graduate Programs
Tuition: Full year - $9,100; Semester - $4,650

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Quelques mots pour vous présenter l'Ecole française

Depuis sa création l'Ecole Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation françaises. L'étudiant de Middlebury bénéficie d'une double expérience: la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique et les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux s'adapter aux situations professionnelles devenues en nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français: la langue étant un objet social, il est essentiel d'explorer la société dans laquelle elle est aussi un outil de création esthétique, ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis le début.

Le public étudiant, par contre, s'est beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été, la majorité des cours proposés sont des cours de langue

pratique (compréhension orale, production orale et phonétique, compréhension écrite et production écrite). A ces cours de base, sont ajoutés, au niveau gradué, un cours de français des affaires, un cours de cinéma, un cours de pédagogie de l'audio-visuel. Un public de plus en plus grand s'intéresse à ces domaines de spécialisation qui peuvent trouver des applications pratiques dans le monde de l'enseignement comme dans celui des professions libérales, juridiques et commerciales.

Nous avons le plaisir de retrouver cette année parmi nous de nombreux amis et professeurs qui ont déjà enseigné à Middlebury, en été. Vous reconnaîtrez, j'en suis sûr, leurs noms, et découvrirez avec intérêt les sujets qu'ils se proposent d'enseigner pour vous cette année. Nous accueillerons aussi de nouveaux collègues. L'été sera en particulier placé sous le signe de la poésie moderne avec deux collègues spécialistes dans ce domaine et auteurs de nombreuses publications: Jean Marie Gleize et Lionel Ray.

Je remercie anciens et nouveaux collègues, professeurs de langue et de littérature, étudiants de tous niveaux, de venir se joindre une nouvelle fois à l'Ecole Française d'été de 1993. Je conseille à tous les étudiants de lire attentivement ce bulletin. Ils pourront ainsi apprécier la richesse et la diversité du programme qui leur est proposé (histoire, linguistique, sémiotique, didactique, poésie, roman, civilisation, cours de langue, de phonétique, etc.).

Grâce à la générosité des Services Culturels de la délégation du Québec à Boston, Monsieur le Professeur Jacques Cotnam, professeur à l'Université de York et Directeur de la Section de français du College de Glendon (Toronto) organisera une série de conférences assurées par des spécialistes de renom.

Nous aurons le plaisir d'accueillir cet été comme conférencier, Anthony Rowley, professeur à l'Institut d'Etudes Politiques de Paris qui nous parlera de certains aspects de la société française contemporaine.

Comme chaque été, enfin, films, pièces de théâtre —"Un Caprice" d'Alfred de Musset et "Le Tartuffe" de Molière —, télévision, chœur, chansons et musique, foot-ball et tennis viendront animer nos après-midi et nos soirées. Venez et revenez à Middlebury pour passer avec nous un été mémorable.

Daniel Jourlait

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions.*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Languages degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge

Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

French at Middlebury

The French School offers its students a variety of programs during the summer, including intensive language training at five levels of proficiency from beginning to advanced, and graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

Academic Program

Credits

A full summer program of study is roughly equivalent to three college semester courses. Credit is defined in terms of units with one unit equivalent to three semester hours. The courses numbered 100-499 offered in the seven-week session normally carry a total of three units. The full six-week graduate session, levels 501-900, is open to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. It is comprised of three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury. Middlebury College considers the academic year abroad equivalent to an academic year in the U.S., but a student's home institution determines the number of credits it will ultimately award for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits to be applied towards a Middlebury degree must be earned within a ten year period. The Middlebury College Language Schools do not calculate grade point average or class rank.

Graduate Degrees

Master of Arts. Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have completed course work equivalent to a major in French. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's Degree in French, students must earn a total of twelve course units with grades of B- or better. They are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn remaining units either during a series of summers on the Vermont campus or during an academic year in Paris. The program provides a broad base in the fields of French language, literature and civilization.

Master of Modern Languages. The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages. The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; two graduate courses in a second language (German, Italian, Russian, or Spanish); a comprehensive examination in French; one year's residency in France; proof of successful teaching experience; a dissertation and its oral defense.

All new students must complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in French and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which the student must complete within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the Dean to transfer a maximum of three units or the equivalent from another institution. Students may propose for transfer only courses taken after successful completion of the initial summer and formal admission to degree candidacy.

In past years the French School has occasionally offered two-week graduate seminars. Please note that only two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught in French in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should

not duplicate courses already taken for degree credit. This information must be sent to the Dean of the French School for approval prior to the student's registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units applied towards a degree must be earned within a period of ten years. Units earned in 1980 would not be eligible for a 1991 M.A. degree.

Auditing

Those who are not full-time students may occasionally audit upper-level courses with the permission of the Director of the French School. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year that is payable to Middlebury College is tuition. In cases where financial aid exceeds tuition and will be used to cover a portion of living expenses, the balance of aid will be sent to you abroad, in care of the director of your school. Federal regulations state that enrollment must be verified before funds can be disbursed. Therefore, you should plan to have money available to cover travel, books, and the first month of living expenses abroad. Your refund will be sent to you in two disbursements: the first one after fall registration, and the second one at the beginning of the second semester. Students receiving financial aid to go abroad will receive information from the Office of Financial Aid during the summer detailing the logistics of the academic year aid package; individual appointments may also be made.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

The following scholarships honor students, friends or faculty of the French School: The Frieda Derdeyn Bambas Scholarship, The Lea Z. Binand Scholarship Fund, The Stella Christie Scholarship Fund, The French Center in New England Fund, L'Amicale (French School Alumni Association) Scholarship Fund, The Claude Lévy Scholarship Fund, and The James Richardson Scholarship Fund. The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad. Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all financial aid applicants for an award from the appropriate scholarship listed above or from the general grant fund.

Award

The Frieda Derdeyn Bambas Prize in French Literary Studies is awarded annually to a student who has a grade point average of at least 3.5 and who has demonstrated excellence in French literary studies, preferably of the medieval, renaissance, or neo-classical period.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1993 of their decision to cancel their enrollment. After May 1st and until registration at the summer session, students who cancel will lose the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $835. (Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.)

Application and Admission

Students apply for admission to the seven-week intensive language program, to the junior year program in Paris, to one of the graduate degree programs on the Middlebury campus, or to the graduate program on the Middlebury campus followed by the academic year in Paris.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on the tests administered before the start of classes. By applying for admission, a student agrees to accept the placement indicated by the test results.

Applications are processed until the start of the program in June, but as some levels may be fully subscribed by mid-March and abroad programs as early as February, early application is desirable. For more information or an application, contact the French School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, ext. 5526

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: DANIEL JOURLAIT. Professeur, U.E.R. pour Etudiants Etrangers, Université d'Aix-Marseille III. D.E.S., C.A.P.E.S. de lettres modernes. Agrégation de lettres. Doctorat, Université de Paris IV-Sorbonne.

Dean: MIREILLE BARBAUD-MCWILLIAMS. Visiting Assistant Professor of French, Middlebury College, Doctorat de 3e cycle, Université de Paris X-Nanterre.

(After July 1) MIREILLE BELLONI. Lecturer, University of Michigan. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). D.E.A. de civilisation américaine. Agrégation d'anglais. M.A., University of Canterbury.

Faculty

JEAN-MICHEL ADAM. Professeur, Université de Lausanne. Doctorat de 3e cycle. Doctorat-ès-lettres.

DOMINIQUE AGOSTINI. Maître de conférences, Université de Paris-Créteil (I.U.T.). Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Doctorat de 3e cycle. Agrégation de sciences sociales.

CLAUDE BEAUCLAIR. Comédien. Metteur-en-scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

GEORGES BERUBE. Associate Professor, Atkinson College, York University (Toronto). Ph.D., Université de Laval.

GERARD BOBENRIETER. Professeur au lycée de Saint-Dié les Vosges. C.A.P.E.S. d'anglais.

JEAN LOUP BOURGET. Maître de conférence, Université de Paris V. Ancien élève de l'Ecole Normale Supérieure (Ulm). Agrégation d'anglais. Doctorat-ès-lettres.

MIREILLE BREMOND. Maître de Conférences, UER Institut d'Etudes Françaises pour Etudiants Etrangers, Université d'Aix-Marseille III, Doctorat-ès-lettres.

JEAN REMY BURE. Professeur de communication et de français des affaires à l'Ecole de Commerce de la Chambre de Commerce et d'Industrie de Paris, Maîtrise de lettres modernes de Paris III, Diplôme de l'Ecole Nationale des Langues Orientales Vivantes de Paris.

MARIE-MADELEINE CHARLIER. Lecturer, Middlebury College School in France, and Columbia University in Paris. M.A., McGill University. D.E.A., Université de Paris I.

DOMINIQUE COMBES. Professeur à l'Université d'Avignon. Ancien élève de l'Ecole Normale Supérieure, Agrégé de lettres modernes, Docteur 3e cycle, Doctorat-ès-lettres.

FRANCINE DUGAST-PORTES. Directeur de l'Institut National de Recherche Pédagogique, Professeur à Université de Rennes II. Agrégée de lettres. Docteur d'Etat.

PHILIPPE FRANCE. Professeur, Université de Paris I. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Agrégé d'anglais.

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ALINE GERMAIN-RUTHERFORD. Lecturer, Trent University. Doctorat de linguistique, Université d'Aix-en-Provence.

SIMONE GHORAYEB. Lecturer, Concordia University (Montréal). M.A., McGill University.

JEAN-MARIE GLEIZE. Maître de conférences, Université d'Aix-Marseille I, Ecrivain. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud), Agrégé de lettres modernes, Docteur ès-lettres.

JOELLE GLEIZE. Maître de conférences, Université d'Aix-Marseille I. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). Agrégée de lettres modernes, Docteur d'Etat.

THIERRY GRASSIOULET. Lecturer, University of Oregon. M.A. University of Michigan.

ELISABETH GUIMBRETIERE. Maître de conférences, Université de Paris III-Sorbonne Nouvelle. Doctorat de 3e cycle.

JEAN FRANCOIS HALTE. Maître de Conférences en Science du langage, University de Nancy II. Docteur de linguistique.

PIERRE HEBERT. Professeur à l'Université de Sherbrooke (Québec). Ph.D. Université de Laval (Québec).

MICHELLE LANVIN. Maître de conférences, Université de Montpellier III-Paul Valéry. Doctorat de 3e cycle.

ELIZABETH LASSERRE. Maîtrise de linguistique, Université de Toronto. M.A., Université de Bordeaux.

ROGER LAUVERJAT. Maître de conférences de littératures comparées, Université de Perpignan, et Institut pour Etudiants Etrangers, Université de Montpellier. Agrégation de lettres modernes.

ANNE LECLAIRE-HALTE. Professeur, Institut Universitaire de Formation des Maîtres de Lorraine, C.A.P.E.S. de lettres modernes, D.E.A. Sciences du langage.

CATHERINE LEGOUIS. Assistant Professor, Mount Holyoke College. Ph.D., Comparative Literature, Yale University.

ROBERT LORHO. Professeur de chaire supérieure au lycée Chaptal, Paris. Agrégé de lettres modernes, auteur sous le pseudonyme de Lionel Ray d'une dizaine de livres de poèmes (Editions Gallimard).

MARGUERITE MAHLER. Assistant Professor, Framingham College. Ph.D., University of Florida.

PIERRE MARI. Chargé de cours à l'Ecole Normale Supérieure (Saint-Cloud/Fontenany-aux-Roses), Animateur de stages de formation en Entreprises. Ancien élève de l'Ecole Normale Supérieure. Agrégé de lettres modernes.

JEAN-NOEL MIRA. D.E.A. de Sciences du langage, Université de Toulouse. Adjoint d'enseignement de lettres modernes mention F.L.E., Université de Pau.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle.

RAPHAELLE NICOLAS. Visiting Instructor, Middlebury College. Maîtrise de français langue étrangère, Université de Paris X-Nanterre.

DANIEL PERRAMOND. Assistant Professor, James Madison University. D.E.A. de didactique des langues étrangères, Université de Paris III. Ph.D., Ohio State University.

MARY PERRAMOND. Assistant Professor, James Madison University. D.M.L. Middlebury College.

LOUIS PORCHER. Professeur, Université de Paris III. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Agrégé de philosophie, Doctorat-ès-lettres.

JACQUES RAYNAUD. Maître de conférences, Université de Toulouse I. Agrégation d'anglais.

GILBERTE ROLLAND. Professeur, Institut de Langue et Littérature Françaises pour Etudiants Etrangers, Université d'Aix-Marseille III. D.E.S. et C.A.P.E.S. de lettres classiques.

CHARLES SALA. Maître de conférences, Université de Paris X-Nanterre. Doctorat de 3e cycle.

LOUIS SCOTTO. Professeur au lycée de Forcalquier, C.A.P.E.S. de lettres modernes, Formateur en audio-visuel.

BARBARA M. SICOT. Lecteur de français, Yale University, M.A. et D.E.A. d'anglais, Université de Paris IV-Sorbonne.

GUY SPIELMANN. Adjunct Professor, Hofstra University. Maîtrise, Université d'Aix-Marseille I. M.A., Vanderbilt University.

CHRISTINE VALERO. Lecturer, Columbia University in Paris. C.A.P.E.S. de lettres modernes.

JEAN VERRIER. Maître de conférences, Université de Paris VIII-Vincennes à St. Denis. Ancien élève de l'Ecole Normale Supérieure (Saint Cloud). Agrégation de lettres modernes.

BONNIE WOOLEY. M.A. Middlebury, Directrice du Chœur et responsable des activités musicales de l'Ecole d'Eté.

Administrative Staff

CATHY EKSTROM. Assistante de l'Ecole Française.

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ALLISON MELSON. Secrétaire bilingue, La Gazette.

MARC PERRAMOND. Factotum.

SOPHIE SPRECHT-WALSH. Secrétaire bilingue.

ALEXEY ZISKIN. Assistant du théâtre.

Course Offerings

Intensive Language Courses

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 28 at 8:00 a.m.

Schedules, texts and staffing are subject to change.

101-102-103 Beginning French

Coordinator: Guy Spielmann.
Raphaëlle Nicolas

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab, but, though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-202-203 Early Intermediate French

Coordinator: Catherine LeGouis.
Barbara M. Sicot

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Marthe Garnier.
Marie-Madeleine Charlier, Thierry Grassioulet

This course is intended for students whose study of first-year French is recent and who wish to continue their study and perfect their skills. It includes active and systematic

review of grammatical structures and problems, oral comprehension and production, and a greater emphasis on reading and writing. Depending on student preparation and performance, the entry level for this course corresponds to the third semester of college level French. (3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension

Coordinator: Jacques Raynaud.
Simone Ghorayeb

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results. (.5 units)

302/402 Oral Production Coordinator: Mireille Belloni.
Jean Noël Mira

The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results. (.5 units)

303 French Grammar

Coordinator: Marguerite Mahler.
Mary Perramond

This course is intended for students who have a basic familiarity with the French language, who generally know the most frequent forms and structures but who are still

insecure in using them, especially in writing. A thorough review of grammar will be presented, with emphasis on points that offer most difficulties to speakers of English. Students will gain a sense of the architecture of the language, how different parts are related and function together, and how one chooses to articulate those different elements to express a meaning. (1 unit)

311 Composition Gérard Bobenrieter

This course is devoted to the acquisition of writing skills. A great variety of exercises will lead the student through different types of writing, such as descriptive, narrative and argumentative prose, as well as "personal diary" style. An emphasis will be placed on the study of vocabulary, grammatical structures and textual articulation. Regular work assignments will help the student in developing his/her abilities in written expression. (1 unit)

411 Grammar and Composition Christine Valéro

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of modern French will be offered. The mastery of grammar and vocabulary will be acquired through intensive practice of a variety of exercises. Regular work assignments will consist of writing short pieces of descriptive narrative and argumentative prose, as well as a "personal diary". The ultimate goal of this course is the mastery of correct, logical and well-articulated expository prose, as well as the proper expression of reasoning. (1 unit)

Students who perform particularly well on the placement test will be allowed to enroll in **one** of the following courses:

423 Introduction to Structural Linguistics
Marguerite Mahler

The aim of this course is to familiarize the student with the principles of linguistic analysis and the structure of modern French in the areas of phonology, morphology, syntax and semantics. The course focuses on rule discovery, through various exercises, and method of argumentation promoting critical understanding of language structure. Applications to textual analysis and language learning/teaching will be presented.

Text: Renée Baligand, Part Bhatt, Pierre Léon, *Structure du français moderne* (Canadian Scholars Press Inc.). (1 unit)

424 Cinema and Literature J.L. Bourget

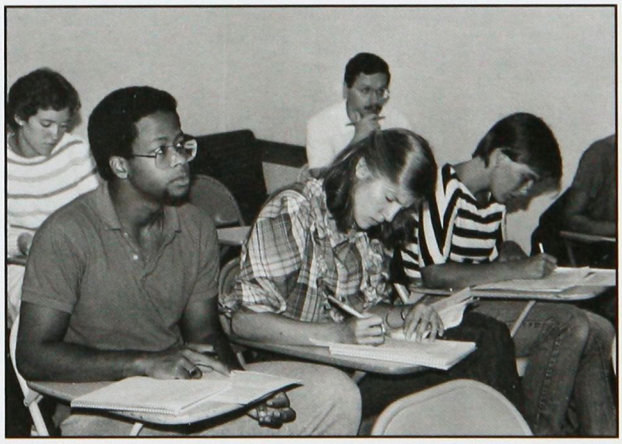
From the outset cinema has had a close yet conflicting relation to literature. Many films take their subjects from popular or classic literature from all periods. Literature and cinema share the concepts of character, plot and narrative point of view. Pagnol, Prévert, and Duras have all practiced the two genres. However, an adaption is never a simple translation. On the basis of several "literary" films, this course introduces students to the analysis of both types of "discourse"—literary and filmic.

Text: Francis Vanoye, *Récit écrit - Récit filmique*, (Nathan, 1989) Films: *Partie de campagne* (Renoir/Maupassant), *La Bête humaine* (Renoir/Zola), *La Belle et la Bête* (Cocteau/Mme Leprince de Beaumont), *Les Dames du Bois de Boulogne* (Bresson/Cocteau/Diderot), *Le Plaisir* (Ophuls/Maupassant), *Jules et Jim* (Truffaut/Roché), *Hiroshima mon amour* (Resnais/Duras), *L'Horloger de Saint-Paul* (Tavernier/Simenon), *La Belle Noiseuse* (Rivette/Balzac), *Conte d'hiver* (Rohmer/Shakespeare) (1 unit)

Graduate Program of Studies

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing Middlebury's M.A., M.M.L., or D.M.L. degree, the French School welcomes each summer 'non-degree' students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 (*Grammaire et composition*) or 611 (*Composition avancée*). After the written language test, new students will have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 505 (*Production orale*) or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree during the 3rd, 4th, or 5th week of the session. New students may register only when they have received the results of the written language test and of the phonetics interview.



A normal load is three courses (nine semester hours) selected in consultation with the Director or Dean. Permission to take an extra course is granted only exceptionally by the Dean of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: l) foundation courses which are designed to provide students with the linguistic, cultural and literary skills needed for further study; 2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialities, allowing for a variety of subjects and approaches.

Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500 level courses, while 700 level seminars are usually for finishing M.A. candidates. The 800 level courses are mainly for doctoral candidates or highly qualified master's candidates. The 900 level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, July 1st.

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained in a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the Dean of the French School. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choosing to earn their degrees on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris after a summer on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) two units in literature (including 591 or the equivalent);
e) *mémoire* (worth two units).

I. Cours de Langue

A. Production orale

505 Production orale

Coordinateur: Aline Germain-Rutherford.
Michelle Lanvin, Elizabeth Lasserre

L'objectif de ce cours est de développer la perception auditive et les capacités d'expression orale de l'étudiant pour lui permettre de **communiquer** plus facilement et effectivement en français. L'accent sera mis à la fois sur la prononciation (phonèmes, rythme, intonation) et sur la compréhension et l'expression orale à travers des exercices de discrimination auditive, de répétition et de simulation de situations de communication. La progression de chaque unité du cours ira d'une expression orale très dirigée d'un point de vue phonétique, vers une expression plus libre et spontanée à l'intérieur de situations de communication variées.

Textes: Monique Callamand, *Méthodologie de l'enseignement de la prononciation,* (Hatier International, 1987); Elisabeth Pedoya, Massia Kaneman, *Au plaisir des sons* (Hatier International, 1988). (1 unit)

B. Grammaire et composition

511 Grammaire et composition

Coordinateur: Gilberte Rolland.
Mireille Brémond

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe. (1 unit)

611 Composition avancée

Coordinateur: Dany Perramond.
Philippe France

Ce cours est obligatoire pour la maîtrise. Il donne aux étudiants le moyen d'utiliser des structures grammaticales complexes. On accordera une attention particulière à l'étude des niveaux de langue. (1 unit)

618 Traduction Philippe France
Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants: 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (*Collins & Robert*, par exemple) et un bon dictionnaire unilingue (*Le Petit Robert*). (1 unit)

619 Français des affaires Jean Rémy Bure

Ce cours a pour objectifs l'initiation aux fonctions administratives et commerciales de l'entreprise, et la sensibilisation à la mentalité française à travers la vie professionnelle.

Les étudiants pourront se familiariser avec la communication d'entreprise: présentation, prise de contact téléphonique, entretien d'embauche, Curriculum Vitae et lettre de candidature, correspondance commerciale. Ils prendront aussi connaissance des étapes de la commercialisation d'un produit: lancement, publicité, offre et commande, moyens de paiement, distribution. Par ailleurs, une approche des spécificités d'un négociateur français sera proposée.

Les méthodes d'enseignement, orales et écrites, seront fondées sur la participation active des étudiants: jeux de rôles et exercices audio-visuels. La mise en situation concrète, l'utilisation de documents authentiques et la pratique d'un manuel de Français des Affaires accompagné de cassettes. (1 unit)

C. Atelier de théâtre

508 Atelier de théâtre Françoise Mojeret

Cet atelier est destiné aux étudiants désirant améliorer leur capacité orale tout en étendant leur connaissance du théâtre français. Il est particulièrement utile pour les étudiants

se destinant à l'enseignement puisqu'il permet de gagner de l'assurance en apprenant à allier parole et comportement.

Le cours appliquera les techniques théâtrales de la méthode de Georges LeRoy, professeur au Conservatoire national d'art dramatique de Paris, c'est-à-dire, articulation, respiration, pose de la voix, scènes du théâtre classique et contemporain jouées à deux ou à plusieurs, improvisations.

Deux vidéos seront réalisées au cours de la session permettant un travail autocritique.

Les étudiants de l'atelier participeront à un ou plusieurs spectacles dirigés par Claude Beauclair. (1 unit)

II. Linguistique

624 Introduction à la linguistique française: Les Temps et les textes Jean-Michel Adam

Ce cours d'introduction à la linguistique portera sur le système des temps du français et sur ce qu'on appelle l'"appareil formel de l'énonciation" (indices de personnes, adverbes, etc.). L'objectif de cet enseignement est double: revoir certaines notions grammaticales en apportant des connaissances linguistiques indispensables pour enseigner le français, d'une part, et définir des instruments précis, utiles pour l'analyse des textes littéraires et non littéraires, d'autre part.

Texte: D. Maingueneau, *Approche de l'énonciation en linguistique française* (Hachette, Paris) (1 unit)

627 Approche linguistique du monologue narratif au théâtre Jean-Michel Adam

Les monologues narratifs (d'exposition et de dénouement surtout) ont été codifiés soigneusement par les dramaturges et théoriciens classiques. Les lois de fonctionnement établies au XVIIe siècle, après la Fronde, seront examinées prioritairement et confrontées à des textes de Molière, de Racine et de Corneille. Le cours portera ensuite sur des textes allant de l'époque romantique à aujourd'hui. On verra ainsi dans quelle mesure l'histoire d'une forme textuelle peut nous aider à comprendre l'évolution du théâtre. (1 unit)

III. Civilisation

530 La France contemporaine Dominique Agostini

Ce cours décrira les aspects géographiques, historiques, économiques et institutionnels de la France actuelle. Il s'agira de comprendre à la fois les permanences de la société française et les facteurs qui à l'aube de l'ouverture du grand marché européen de 1992 transforment l'économie et la culture française. On cherchera donc à présenter ici un vaste tableau synoptique de la réalité française.

Texte: Edward et Huguette Knox, *Plus ça change* (Hatier, 1992) (1 unit)

549 Peinture, photo et société autour du Second Empire
Charles Sala

Le cours se propose d'analyser et de présenter les aspects majeurs de l'expression picturale et photographique du XIXe siècle en commençant par le Romantisme et en terminant avec le Néo-Impressionnisme de Seurat. Ainsi les tableaux de Géricault et de Delacroix nous permettront d'envisager le profond renouvellement iconographique introduit par ces artistes. L'œuvre de Courbet nous amènera à analyser non seulement la naissance du Réalisme social, mais aussi celle de la photo, qui s'affirme autour de 1852-1860. Une partie spéciale du travail sera réservée à l'urbanisme du Second Empire et aux travaux d'Haussmann. L'œuvre de Manet nous permettra de souligner la naissance de la modernité formelle et thématique. L'analyse détaillée de la peinture de Monet, de Renoir et de quelques peintres académiques, nous donnera l'occasion de situer l'enjeu réel introduit par les Impressionnistes. Le positivisme de Georges Seurat nous conduira vers la fin du travail et vers le début du XXe siècle. (1 unit)

648 Ecriture(s) des Femmes au Québec
Pierre Hébert, Georges Berubé

A partir d'un certain nombre de productions, tant écrites que cinématographiques, ce cours vise à mettre au jour des problématiques artistiques, sociales et politiques qui ont préoccupé les femmes écrivant au Québec. Plus précisément, il s'agit de cerner la femme comme objet et sujet d'écritures diverses, depuis le XVIIIe siècle jusqu'à nos jours. (1 unit)

650 Les Jeunes en France Louis Porcher

Le cours décrira la situation actuelle des jeunes en France, c'est-à-dire de ceux et de celles qui ont entre 15 et 24 ans. Bien entendu, il faudra aussi les comparer aux plus jeunes encore, et aux moins jeunes. On s'intéressera particulièrement aux points suivants: le système scolaire et universitaire; les médias; les loisirs; les relations familiales; les jeunes en difficulté; les goûts des jeunes (lectures, vêtements, langues, etc.)

Textes: François Mariet, *Laissez-les regarder la télé*, (Presses Pocket) (1 unit)

654 Les grands problèmes économiques contemporains
Dominique Agostini

Ce cours s'adresse à ceux qui n'ont jamais fait d'économie, mais qui désirent comprendre les grands enjeux du monde actuel.

Dans une première partie on abordera d'une manière concrète les notions de base de l'économie, comme la production, la monnaie, le commerce international, la politique économique.

Dans une deuxième partie on analysera la situation économique et aussi sociale de pays ou de groupes de pays comme les Etats-Unis, les pays du Tiers-Monde, le Japon, La Communauté Européenne — dont la France. (1 unit)

656 Civilisation de la Renaissance Pierre Mari

Aux yeux des historiens, la Renaissance inaugure les temps modernes. Mais le terme de "Renaissance" doit être utilisé avec méthode: d'abord parce qu'il risque de réduire la période à une simple "résurrection" des arts et des lettres, ensuite parce qu'il instaure une coupure artificielle entre le Moyen-Age et les XVe/XVIe siècles. Pour éviter ce double écueil, il faut envisager la Renaissance comme une dynamique d'ensemble de la civilisation européenne où les forces d'innovation n'excluent pas les survivances et les continuités.

Trois aspects seront principalement étudiés:

- les mutations politico-économiques (apparition d'un capitalisme commercial, favorisé par la construction progressive d'Etats modernes);
- l'éclatement de l'unité chrétienne (dans une Eglise catholique en crise, les doctrines de Luther et de Calvin apportent aux fidèles un profond renouvellement spirituel);
- le courant humaniste (dans le retour à l'Antiquité gréco-romaine, artistes et intellectuels cherchent un modèle à égaler: la référence au passé devient ainsi un moyen d'inventer le présent et l'avenir). (1 unit)

733 Cinéma et histoire J.L. Bourget

Mieux que la peinture ou le roman, le cinéma donne l'illusion de faire revivre personnages et événements historiques. Mais **comment** représenter le passé? Faut-il reproduire la version officielle de l'histoire, au risque de devenir album d'images d'Epinal? ou au contraire s'efforcer au réalisme historique? ou encore renoncer à un illusoire "effet de réel"? Et **pourquoi** représenter l'histoire au cinéma? Le film historique nous convie-t-il à un exotisme, ou à une réflexion sur notre propre temps? Ce cours propose une interrogation sur les techniques et les motivations du film historique, de Gance (*Napoléon*), Renoir (*La Marseillaise*) ou Carné (*Les Enfants du paradis*) à Bresson (*Lancelot du lac*), Allio (*Les Camisards*) ou Corneau (*Tous les matins du monde*).

Textes: Jean-Loup Bourget, *L'Histoire au cinéma: le passé retrouvé* (Gallimard, 1992)

Films: Gance, *Napoléon*, Renoir, *La Marseillaise*, Carné, *Les Enfants du paradis*, Truffaut, *L'Enfant sauvage*, Mnouchkine, *1789*, Bresson, *Lancelot du lac*, Allio, *Les Camisards*, Tavernier, *Le Juge et l'assassin*, Scola, *La Nuit de Varennes*, Corneau, *Tous les matins du monde* (1 unit)

734 Les régions de France: une approche socio-économique et culturelle Jean-Rémy Bure

La France est une tapisserie de saveurs particulières. Malgré sa tradition politique centralisatrice, la France se laisse découvrir et aimer dans la diversité de ses régions. Le pays ne se réduit pas à Paris et à l'Ile-de-France, il respire aussi le bon air de ses autres provinces qui ont leurs propres richesses.

Ce cours se propose donc de décrire les dynamismes et aussi les pesanteurs du tissu régional français. Il comportera

une étude des principales régions et aboutira à l'élaboration d'un tableau de leur contribution respective à la réalité socio-économique du pays. Une documentation écrite et audiovisuelle permettra aux étudiants de prendre en charge personnellement plusieurs régions pour mieux connaître leur culture, leur population, leur vie commerciale et économique. (1 unit)

IV. Littérature

591 Analyse textuelle Coordinateur: Roger Lauverjat. Jean Verrier, Robert Lorho, Anne Halté, Daniel Jourlait

Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une technique et une méthode leur permettant de résoudre les problèmes divers (historiques, philosophiques, esthétiques, formels) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire. Il s'agira surtout de se familiariser avec les problèmes formels spécifiques à chaque genre littéraire. On insistera par exemple sur:

- les notions de versification, de prosodie, de rhétorique dans l'étude des textes poétiques (anthologie distribuée par chaque professeur)
- la distinction entre la narration et la fiction, la notion de point de vue, les fonctions des personnages dans l'approche du récit (autour d'*Eugénie Grandet* de Balzac, col. Folio)
- la scène et son public, les conventions théâtrales, l'action dramatique lors de l'étude de *Tartuffe* de Molière (classique Hachette). (Cette comédie sera mise en scène au cours de l'été par Claude Beauclair).

Des exercices variés comme l'explication de texte, le commentaire composé et la dissertation littéraire seront proposés aux étudiants. (1 unit)

672 Le personnage de roman au XIXe siècle

Joëlle Gleize

Rien de plus évident, qu'un personnage de roman au XIXe siècle. Une évidence qu'il est pourtant essentiel d'interroger comme beaucoup d'évidences. On s'aperçoit alors que la plus ou moins grande impression de vie qu'il suscite est obtenue par des moyens textuels qu'il est possible de décrire; et que c'est d'abord cet effet de texte sur nous lecteurs que nous appelons "personnage". Les trois romans choisis nous permettront de décrire quelques-unes des formes que prend la construction de cet effet-personnage au XIXe siècle et au début du XXe, depuis le personnage dit "réaliste" qu'invente Balzac, jusqu'au personnage insaisissable parce que multiple de Proust, en passant par le héros mythique hugolien.

Textes: Balzac, *Le colonel Chabert* (Livre de poche); V. Hugo, *Les Travailleurs de la mer* (Folio); Proust, *A l'Ombre des jeunes filles en fleurs*, tome 2, Garnier-Flammarion) (1 unit)

673 Poésie du XIXe siècle: seuils de modernité

J.M. Gleize

Certains livres de poésie (en très petit nombre, sans doute pas plus d'une dizaine par siècle) n'exercent pas seulement une influence immédiate mais une influence à très long terme. Ils ont une importance stratégique pour l'histoire de la littérature, l'histoire de l'évolution des formes et des genres. Non seulement ils servent de référence ou de modèle, mais on peut dire qu'ils fonctionnent comme des matrices, formelles, thématiques, théoriques, pour des œuvres futures. A des titres divers c'est ainsi que se présentent à nous *Les Fleurs du Mal*, les *Romances sans Paroles* et le *Coup de Dés*. Avec ces trois œuvres, Baudelaire, Verlaine et Mallarmé modifient profondément le paysage poétique en France au XIXe siècle et ouvrent les voies de la modernité. On s'efforcera de lire ces trois textes depuis notre XXe siècle. Si la poésie pour certains lecteurs aujourd'hui est devenue difficile c'est peut-être faute d'avoir bien apprécié ce qui a eu lieu entre 1860 et 1897, de Baudelaire à Mallarmé en passant par Verlaine, Corbière, Rimbaud ou Lautréamont.

Textes: Baudelaire, *Les Fleurs du Mal* (Poésie/Gallimard), Verlaine, *Romances sans paroles* (Poésie/Gallimard), Mallarmé, *Un Coup de Dés* (Poésie/Gallimard). (1 unit)

674 Aimé Césaire et la poésie antillaise d'expression française Dominique Combes

Lorsque Césaire compose le *Cahier d'un retour au pays natal*, paru à Paris en 1939, la littérature antillaise est dominée par l'exotisme facile de la tradition parnassienne et symboliste. En même temps que Césaire découvre la "Négritude", avec son ami Senghor, il fonde une poésie proprement antillaise en ce qu'elle conjugue les influences amérindiennes, créoles, africaines et européennes. Breton, lecteur enthousiaste du *Cahier*, fait connaître Césaire en Amérique et en France. Inséparable du message idéologique, politique, spirituel - qui devait faire la renommée du poème à travers le monde -, la poétique du *Cahier* transcende les distinctions de genres et renouvelle profondément le langage poétique. Retrouvant l'oralité des épopées primitives et la violence blasphématoire de Lautréamont et de Rimbaud, il met en œuvre une rhétorique "démonstrative" qui va du "blâme" à l'"éloge" présente également dans le recueil *Les Armes miraculeuses* (1946). C'est ainsi aux sources de la poétique de la "Négritude" - défendue par le sénégalais Senghor aussi bien que par le guyanais Damas - que le cours voudrait remonter.

Textes: A. Césaire, *Cahier d'un retour au pays natal*, (version définitive de 1956, Présence Africaine, réédition 1983) et *Les Armes miraculeuses (1946)*, (Gallimard, collection "Poésie", 1961); P. Chamoiseau/R. Confiant, *Lettres créoles, tracées antillaises et continentales de la littérature 1635-1975*, (Hatier, collection "Brèves littérature", 1991.) (1 unit)

675 Rabelais et Montaigne Pierre Mari

Rabelais et Montaigne sont indiscutablement les deux grandes figures de l'humanisme français du XVIe siècle. Figures trop célèbres peut-être, car les images conventionnelles ont fini par recouvrir la réelle originalité des deux écrivains. Si *Gargantua* et les *Essais* méritent plus que jamais d'être lus et relus, c'est qu'ils posent des questions essentielles, où notre XXe siècle finissant peut se regarder comme en un miroir.

L'étude de Rabelais doit certes passer par une analyse des thèmes les plus célèbres de l'œuvre (guerre, éducation, religion, sexualité, nourriture...). Mais elle ne peut s'en contenter, sous peine de laisser échapper l'interrogation qui unifie les aspects les plus divers du texte: Qu'est-ce que parler? Et dans quelle mesure le langage peut-il appréhender la multiplicité du réel?

Cette interrogation se retrouve dans les *Essais*: comment les mots peuvent-ils rendre compte de la relation mouvante qui unit l'homme et le monde? Montaigne appartient, comme nous, à une époque de crise, de désillusion et de "déclin des utopies": il cherche une éthique et un art de vivre à travers les sinuosités d'un langage entièrement personnel. (1 unit)

677 Le Conte populaire français Jean Verrier

Les contes sont de petites histoires qui se faufilent, comme le furet des bois, de l'oral à l'écrit, et retour, de la campagne à la ville, et retour, des "illettrés" aux "savants", et retour. Pour tenter de les suivre dans tous leurs déplacements, il faut multiplier les chemins: sémiolinguistiques (Propp, Greimas...), ethnosociologiques (Bricout, Fabre...), psychanalytiques (Bettelheim, Schneider...). Au cours du voyage, on rencontrera des couples familiers aux enseignants: oral/écrit, version originale/traduction, langue/littérature, littérature/civilisation, réel/imaginaire (et symbolique), enfant/adulte, populaire/savant, autochtone/étranger, etc., etc., etc... Et l'on fera bien attention de ne pas prendre pour semblable ce qui est différent, et pour différent ce qui est semblable, comme disait Vladimir (Propp).

On dira, on écoutera, on lira, on écrira des contes de France et d'ailleurs, d'hier et d'aujourd'hui. L'entrée se fera par les contes de Charles Perrault (1628-1703)...et par ceux que chacun a gardés dans sa mémoire. Pour la sortie, on verra bien si on en trouve une, dans cette forêt des contes. Qui ne risque rien, n'a rien.

Textes: Michèle Simonsen, *Le Conte populaire français*, (coll. Que Sais-Je no1900, PUF); Charles Perrault, *Contes* (Livre de Poche no 4261) (1 unit)

783 Les Genres Littéraires Dominique Combes

La littérature et le discours critique des années 60 semblaient avoir évacué la catégorie de *genre*, à laquelle se substituait le"texte". Pourtant, malgré la "terreur" - selon le mot fameux de Jean Paulhan - exercée contre la rhétorique des genres, ceux-ci continuaient à prospérer. Renouant avec Aristote , la poétique elle-même retrouvait la question des genres et interrogeait les anciens partages - entre l'épique, le

dramatique, le lyrique; entre le narratif et le descriptif; entre le poétique et le narratif. Au cœur de cette "nouvelle rhétorique", la définition, infiniment problématique, de la notion de genre, procédait non seulement de l'ancienne rhétorique, de la poétique, de la linguistique, mais aussi de la philosophie. Il importe aujourd'hui de faire le point sur les différentes approches de la théorie des genres, qui toutes s'inscrivent, délibérément ou non, dans la filiation aristotéliciennne.

Textes: Aristote, *Poétique*, traduction française M. Magnien, (Le livre de poche, 1990); J. Paulhan, *Les Fleurs de Tarbes*, (Folio-essais, 1941) et *Théorie des genres*, (Seuil, collection "Points", 1986). (1 unit)

785 Le roman moderne Francine Dugast-Portes

Quatre ouvrages de Marguerite Duras et de Nathalie Sarraute permettront d'analyser certains aspects du Nouveau Roman, dans ses techniques narratives, certaines de ses thématiques, son évolution.

On pourra ainsi étudier, à partir de l'écriture, des descriptions, de la configuration des personnages, des genres (la forme autobiographique pour deux textes notamment), un regard sur le monde et la manifestation d'une esthétique.

Textes: Marguerite Duras, *Le Vice-Consul* (Gallimard, 1966) et *L'Amant* (Minuit, 1984); Nathalie Sarraute, *Entre la vie et la mort* (Folio, 1968), *Enfance* (Folio, 1983) (2 heures par jour, 1-22 juillet) (1 unit)

787 Poésies du vingtième siècle Robert Lorho

Trois états de la poésie seront envisagés dans ce cours, limité aux années 40, 50, et 60. Avec le premier état, le recours à des formes brèves souligne la volonté de saisie immédiate des choses dans leur évidence irréfutable: poésie de la transparence énigmatique. Le deuxième état maintient et approfondit une poésie de la célébration et du message: la confiance dans les pouvoirs de la parole est ici renouvelée. Le troisième état est fondé sur une poétique de l'impalpable, discrétion du sujet et patience d'écoute, réconciliant la limite et l'illimité, le défini et l'inépuisable.

Textes: Guillevic, *Terraqué* , (Poésie Gallimard); Jean Grosjean, *La Gloire*, (Poésie Gallimard); Philippe Jaccottet, *Poésie 1946-1967*, (Poésie Gallimard) (1 unit)

IV. Didactique/Pédagogie

697 Enseigner le français aujourd'hui
Elisabeth Guimbretière

Ce cours a pour objectif de mener une réflexion méthodologique sur des méthodes et matériels récents publiés en France afin de permettre aux enseignants de varier leurs techniques pédagogiques et de diversifier les activités dans leur classe.

L'analyse de ces matériels permettra d'aborder successivement la compréhension et l'expression orales, la compréhension et l'expression écrites, les pratiques

grammaticales, les jeux et la créativité dans l'apprentissage d'une langue étrangère. (1 unit)

791 Enseignement de la littérature Jean François Halté

Le projet de ce cours sur l'enseignement des textes, en particulier littéraires, est d'aborder divers problèmes impliqués par ce type d'enseignement. Les uns concernent **les outils théoriques** susceptibles d'être utilisés dans une perspective d'analyse des textes (texte/discours, types/genres, éléments de narratologie, notion d'écriture, structuration énonciative...) les autres touchent aux difficultés des élèves en matière de lecture (de la compréhension à l'interprétation) et d'appropriation culturelle (goût de lire, pratiques de lecture, pratiques de l'écrit...)

Ces deux dimensions, l'une plus théorique, l'autre plus pédagogique, s'articulent dans ce travail de la classe. Elles s'articuleront aussi dans les activités proposées aux étudiants. Le roman de R. Queneau *Les Fleurs bleues* servira de fil conducteur à l'étude de fonctionnements textuels. Des extraits de *Candide* de Voltaire, du *Tour du monde en quatre-vingt jours* de J. Verne, un poème de Prévert, permettront d'élargir les horizons. Enfin, les activités menées dans le cours conduiront aussi systématiquement que possible à une réflexion méthodologique sur leur transfert dans les classes.

Texte: Raymond Queneau, *Les Fleurs bleues* (Gallimard, collection Foilo) (1 unit)

792 Enseignement de la civilisation Louis Porcher

A quoi sert un enseignement de la civilisation? A quels publics s'adresse-t-il? Peut-il être intégré à un cours de langue? Quelles méthodes suivre? Comment élaborer une progression adaptée au public? Comment évaluer les performances des élèves? Sur quels documents s'appuyer pour développer la motivation des élèves? De quels savoirs de base l'élève a-t-il besoin pour comprendre une civilisation étrangère ? Quels exercices proposer en classe? Dans quelle mesure peut-on construire des programmes d'enseignement de la civilisation? Comment éviter le risque des stéréotypes? De quels instruments pédagogiques dispose-t-on pour un enseignement utile?

Telles sont les questions qui seront traitées dans le cours et donneront lieu aux activités proposées aux étudiants. Le cours sera orienté vers la préparation de leçons de langue et civilisation immédiatement utilisables par les étudiants dans leurs propres classes dès la rentrée.

Textes: Louis Porcher, *Manières de classe* (Hatier-Didier). (1 unit)

793 Pédagogie et didactique de la télévision et de la vidéo dans l'enseignement de la langue et de la civilisation françaises Louis Scotto

Ce cours aura un double objectif: (1) l'étude de méthodes d'enseignement du français au moyen de documents audiovisuels: (2) l'approche de la langue et de la civilisation françaises à travers les médias qui les reflètent et les influencent (étude de reportages, magazines, documentaires, journaux télévisés et spots publicitaires proposés par la télévision française).

Les méthodes employées associeront théorie, pratique et réflexion pédagogique à travers le visionnement critique de documents vidéo:

- Initiation à l'expression audiovisuelle (notions de sémiologie de l'image)
- Approche de dispositifs de télévision pour mettre en évidence des modes de communication visuelle, sonore et linguistique particuliers (notamment relation au sujet filmé et au téléspectateur).
- Principes de narratologie filmique et application à l'enseignement de la description et du récit en classe de français. Etude d'adaptations littéraires.

Textes: Yveline Batricle, *Clés et codes du cinéma*, (Magnard Université); *Essais sur la signification du cinéma*, (Christian Metz); *Le téléspectateur face à la publicité*, (Nathan Université) (1 unit)

900 Mémoire de recherche Daniel Jourlait
(réservé aux étudiants en première année de D.M.L.) (1 unit)

Stage D.M.L.: Recherches et méthodes Louis Porcher
(aucune unité accordée)

Deux types d'activités sont proposés pour les étudiants en D.M.L.

Un atelier hebdomadaire au cours duquel les professeurs présents sur le campus feront le point sur l'état des recherches dans le domaine de leur spécialité. Le schéma de chaque séance restera ce qu'il a été en 1990 : un exposé d'une quarantaine de minutes, fait par le ou les intervenant(s) du jour; une discussion collective autour de cet exposé. Au total, environ 100 minutes de travail. Cette activité est ouverte à tous les étudiants gradués qui souhaitent y participer, comme à l'ensemble des enseignants de l'Ecole française et des autres écoles.

Une réunion hebdomadaire, réservée aux étudiants de D.M.L., et qui sera consacrée aux problèmes méthodologiques que l'on rencontre couramment pendant l'élaboration d'un travail de recherche. L'esprit sera donc essentiellement celui d'une aide intellectuelle et d'un conseil.

Dans les deux types d'activités, le coordinateur veillera à un équilibre entre les diverses spécialités présentes dans l'Ecole française d'été : civilisation, didactique, linguistique, littérature.

The School in France

Headquarters in Paris

The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.

Director (1993/94): Carol de Dobay RIFELJ, Professor of French, Middlebury College. Ph.D., University of Wisconsin.

Faculty

Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Living Abroad

Middlebury seeks to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances, and their living and travel arrangements. The French School office in Middlebury maintains a list of student residences, rooms, *au pair* arrangements, and other lodgings, and will advise students on securing housing.

Cost

Students pay only tuition to the Middlebury College School in France, since they are responsible for their own travel, room and board. Bills for tuition for full year and both semester programs are due in August. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, the overall cost - including tuition and passage but excluding travel while in Europe - should be approximately between $20,000 and $22,000.

Financial Aid

Financial aid from Middlebury College is only available to students earning an undergraduate or graduate Middlebury degree. Non-Middlebury Juniors should apply to their home institutions. Financial aid is first used to cover tuition. If a balance remains to help cover living expenses, it is sent to the School in France in **two** disbursements, half in October and half in February. Students receiving financial aid therefore must be prepared to cover expenses for lodging and travel for the first month or two in France. For further information, see p.8 of this Bulletin and the Financial Aid Information Sheet.

Application and Admission

Applications for the junior year program should be submitted by January 31, because the program is often filled by early February. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled, sometimes as early as March. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 15. Contact the School in France, Middlebury College, Middlebury, Vermont 05753-6131, telephone: (802) 388-3711, ext. 5526.

The Junior Year Program

Middlebury's junior year program in Paris is open to students who have completed **two full years of college course work,** with at least a B- average overall and a B average in French. They must also have reached a level of proficiency equivalent to the fifth semester of college French, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the Dean reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Beginning in early September, a preliminary session at Reid Hall offers language work and an introduction to Paris. After the preliminary session, juniors may choose among the course offerings in linguistics, literature, cinema, theater studies, art history, and philosophy at the University of Paris X-Nanterre; political science, economics, and international relations at the *Institut d'Etudes Politiques* (entrance by examination); economics at a private business school; and language, literature and civilization at the Middlebury School in France. All instruction is in French.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the *Institut d'Etudes Politiques* leading to the *Certificat d'Etudes Politiques*. Candidates for acceptance in this program must pass an entrance test which covers language and knowledge of current events.

Courses in studio art or music may be available to qualified undergraduates by arrangement. Prior approval by the student's advisor and the Dean of the French School are required.

Semester Option

A limited number of students in Middlebury College's B.A. program may apply to the semester program if the full year is not academically feasible for them. Students applying for the semester option must take FR 230 (Introduction to Contemporary France) or the equivalent. Course choices are limited for semester students, as most French university courses are full-year courses. After the preliminary session, students may take courses in literature, language and civilization at Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. **N.B.**: If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits

A student's workload must be approved by the Director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students should discuss the transfer of credit with their advisors well before they go abroad. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units; Middlebury undergraduates in the semester program earn five units.

The Graduate Program

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the *mémoire*, a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: linguistics, French literature, cinema, theater studies, art history, and Francophone studies at the University of Paris X-Nanterre; advanced language practice, civilization and literature at the Middlebury School in France (Reid Hall); and the French business context at the *Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris* .

Courses

The following courses have been available in recent years:

*Courses open to graduate students only.
+Courses open to undergraduate students only.
(No symbol means open to both graduate and under graduate students.)

Preliminary Session

Courses for Undergraduates
Language
Introduction to Paris

Seminars for graduates
Histoire des idées dans la littérature du XXe siècle
La femme dans le roman français du XIXe siècle
Ecritures poétiques contemporaines
L'école en France: de l'école maternelle à l'université
Les partis dans le système politique français
La presse écrite en France
Paris au singulier et au pluriel

Université de Paris X-Nanterre

(for the most part, year-long courses)

Linguistique:
Introduction à la linguistique
***Ancien français**
Pratique du français universitaire
***Didactique du français langue étrangère**
***Sémiotique textuelle et poétique**

Littérature:
+Lecture de textes littéraires
L'amour fou
Littérature du moyen âge
Le thème de l'exil
Racine et Shakespeare
***Moralisme et immoralisme: roman du XVIIIe siècle**
***L'autoportrait**
***Les tendances de la critique moderne**
***Le roman de Balzac à Robbe-Grillet**
***Littérature pour les enfants**
***Littérature et enseignement du français**

Littérature d'expression française:
La littérature française du Québec
Le roman africain et antillais
Identités culturelles et francophonie

Cinéma:
Analyse de films
Histoire de l'art cinématographique
***Théâtre et cinéma**
***Le récit cinématographique**

Etudes théâtrales:
Du théâtre antique au théâtre classique français
Initiation aux techniques de la scène
La mise en scène de la Révolution
Initiation à l'esthétique théâtrale
Théâtre du XIXe siècle, du XXe siècle
Théâtre et roman

Histoire de l'art et archéologie:
Initiation à l'art médiéval, moderne, l'art du XIXe siècle
Art du XXe siècle
+Art grec, Art byzantin, Arts d'Afrique
Architecture et urbanisme aux XIXe et XXe siècles
***Pratique de l'art médiéval**
***Musique et société en France**

Sciences économiques:
+Microéconomie
+Démographie économique
+Problèmes monétaires internationaux
+La construction européenne

Courses in history, philosophy, and sociology, American literature, psychology, and religion are also taught at the Université de Paris X-Nanterre.

Institut d'Etudes Politiques
(year-long courses)

Vie politique et société françaises aujourd'hui
+Les grandes lignes de partage du monde contemporain
+Politique économique de la France
+Histoire politique comparée du monde développé
+Histoire sociale et culturelle des pays d'Europe

+Relations internationales depuis 1945
+Morphologie comparée des sociétés européennes
+Grands enjeux du débat politique, économique et social
+Politique économique et sociale française et son intégration européenne
+Politique d'unification européenne
+La France dans les relations internationales

Middlebury
(semester courses)

+Parole et communication
Le fonctionnement communicatif du rythme et de l'intonation; l'utilisation de la transcription phonétique; enregistrements sonores; films vidéo.

+Structurer les discours écrits
L'étude parallèle de certains types de discours écrits - lettres, discours persuasifs, récits, rapports - et des structures grammaticales qui leur sont particulières.

***Pratiques de l'écrit**
Pour faire acquérir aux étudiants une bonne maîtrise du français: reformulation, explication, développement, argumentation, etc.

***Traduction**
Textes littéraires, juridiques, de bandes dessinées, de publicités, d'articles de journaux, de proverbes... Du français à l'anglais et *vice versa*.

La France: de l'Absolutisme à la Révolution et à l'Empire
Art, pensée, structures politiques du XVIIe siècle; la transformation des structures économiques et des structures mentales qui mène à la Révolution.

La France: dix-neuvième et vingtième siècles
De la révolution industrielle à 1945, l'évolution de la France dans un contexte mondial.

***Promenades parisiennes dans la littérature française**
Aspects pittoresques et motivations profondes, de Villon à nos jours.

+Paris à travers la littérature française
Romantisme, réalisme, intimisme...Comment se traduisent en littérature les transformations de Paris entre 1830 et 1914.

+La saison théâtrale à Paris
Analyse de la réception du spectacle théâtral et acquisition d'un vocabulaire pour en rendre compte: scénographie, mise en scène, distribution, direction d'acteurs, etc.

+Courants et paradoxes dans l'art européen du XIXe siècle
Approches de l'œuvre d'art pictural (psychanalytique, sociologique, thématique) et ambiguïtés relationnelles entre théorie et pratique, du néoclassicisme au fauvisme.

+Urbanisme et architecture de Paris

Les rapports existant entre les productions artistiques et les diverses manipulations idéologiques, en relation étroite avec le contexte historique.

Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)

(year long course)

***Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires.**

(Students enrolled in this course take the examination for the *Diplôme supérieur de français des affaires* at the end of the academic year.)

Teaching Internship

By special arrangement, qualified graduates and undergraduates may also do a *stage* (teaching internship) in English at a level corresponding to junior or senior high school. *Stages* may also be available for graduates at l'E.C.C.I.P. and l'E.S.I.T. (Ecole Supérieure d'Interprètes et de Traducteurs). (No credit is given for the *stages*.)

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools
Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad
Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

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Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
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Summer 1993 • Academic Year Abroad 1993-94

The Spanish School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5538
Fax No. 802/388-1253

Summer 1993
Seven-Week Session
June 25- August 13
Total: $3,835
(Tuition $2,500; Board $950; Room $385)

Six-Week Graduate Session
June 28- August 13
Total: $3,760
(Tuition $2,500; Board $900; Room $360)

The School in Spain
Graduate and Junior Year Programs
(Tuition: Full year $9,100; Semester $4,650)

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Observaciones preliminares

Frank Casa, left, director of the Spanish School, with Director of the Language Schools Edward C. Knox.

Este año marca una pauta muy importante en la historia de las Escuelas de Lengua de Middlebury. Después de diez años, el Profesor Edward Knox deja la dirección de las Escuelas para asumir el cargo de vice-rector de la universidad. Este ha sido un período muy decisivo para nuestras escuelas debido a la variedad de mejoras y modificaciones que se han llevado a cabo bajo su dirección: se ha dado ímpetu a la enseñanza de los cursos básicos, se han actualizado los requisitos para los estudios graduados, se han simplificado los trámites académicos, se han iniciado cambios en la tecnología de la enseñanza y se ha mejorado sensiblemente la estructura administrativa de las Escuelas. El Prof. Knox ha dirigido estas transformaciones con acierto y con extremada sensibilidad para con las necesidades de cada escuela. La Escuela Española le debe un particular agradecimiento debido al constante apoyo que nos ha brindado y a las palabras de aliento con que ha seguido nuestros esfuerzos. En esta ocasión quisiéramos dar nuestras sentidas gracias al Prof. Knox por su eficaz labor y su liderato que han llevado nuestros programas a un momento de gran prestigio y de alto rendimiento académico. La Escuela Española, que se ha beneficiado mucho de su gran interés en nuestras actividades culturales y sociales, quiere felicitar al Prof. Knox por su nuevo cargo y manifestarle su profundo agradecimiento.

El Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Language degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Admission as an undergraduate to Middlebury College's baccalaureate program is entirely separate from admission to one of the Language Schools. Students wishing to apply for admission to the baccalaureate program may receive information and application materials by writing to:

Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury VT 05753-6002
(802) 388-3711 Extension 5153.

Middlebury Language Pledge

Language Schools students make a formal commitment to use the foreign language of study as the only means of communication during the entire session. This pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of one's commitment and an essential part of the language learning process itself. Even students at the beginning level sign a modified pledge at the start of the session.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come well rested and in good physical and mental condition. It is implicit in the Language Pledge that students remain in residence at Middlebury during the entire program unless there are family emergencies or critical situations that require their presence elsewhere. In the latter case, the Dean of the School must be informed in writing of the proposed absence from Middlebury.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

Nobel Laureate Octavio Paz received an honorary degree during the 1992 session.

Spanish at Middlebury

The Spanish School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading towards the M.A., M.M.L., or D.M.L. degree. The School in Spain has programs designed for undergraduates wishing to spend their junior year in Madrid and for graduates who complete their M.A. degree with an academic year in Madrid.

Academic Program

Credits

A full summer program of study is roughly equivalent to three college semester courses, or nine semester hours. Credit is defined in terms of units, with one unit equivalent to three semester hours. Courses numbered 100-399 are offered in the seven-week session (June 25-August 13), and successful completion of work at the 100, 200, or 300 level is equivalent to at least one full year of undergraduate study. The full six-week graduate session (June 28-August 13), levels 500-900, is open to students working towards a Master's degree, a doctoral degree, or the degree of Master of Modern Languages. It is comprised of three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury. Middlebury College considers the academic year abroad equivalent to an academic year in the U.S., but a student's home institution determines the number of credits it will ultimately award for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits to be applied towards a Middlebury degree expire after ten years, whether earned at Middlebury College or transferred from another institution. The Middlebury College Language Schools do not calculate grade point average or class rank.

New in 1993

The new courses for the summer of 1993 offer a large variety of topics and should attract the interest of all students. We have an unusually large number of language and lingustics courses among which are to be found Phonology and Phonetics by Prof. Moreno, History of the Spanish Language by Prof. Castillo, the subjunctive and trends in contemporary Spanish by Prof. Cabrera. In literature, there are courses on Goya as a literary character by Prof. Sainz, Love and Death in Renaissance poetry by Prof. Carreño, the representation of the indio by Prof. Portugal, contemporary Spanish narrative in its social context by Prof. Esteban, and Spanish American short story by Prof. Concha. The courses in culture include Goya to Picasso by Prof. Ramón, the political and intellectual development of Spain by Prof. Pastor, Spanish cinema by Profs. Grau and Cañete in conjunction with a visit by the movie

director Luis García Berlanga, and a course on Art and Architecture of Mexico by Prof. Ruy López. In pedagogy, we have a course on the teaching of literature, one on the teaching of writing and a revised course on computers and hypermedia. We think that these new courses, together with the traditional basic courses, will make possible the selection of varied and interesting programs of study.

Graduate Degrees

Master of Arts

Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education and possess a firm command of spoken and written Spanish. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's degree in Spanish, students must earn a total of twelve course units. Students are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn the remaining nine units either during a series of summers on the Vermont campus or during an academic year in Madrid. The program provides a broad base in language, literature and civilization. It is designed as a broadly-based and self-contained entity, rather than as the first stage of a doctoral program.

A normal load is three units per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration.

Master of Modern Languages

The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish), or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, as well as comprehensive written and oral examinations. The Director of the Language Schools administers and supervises the M.M.L. in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in Spanish is a prerequisite for entrance to the program. We strongly recommend at least an advanced undergraduate level in the second language before making application. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Spanish; four graduate courses in a second language (French, German, Italian or Russian); comprehensive examinations in Spanish; one year's residence in Spain; proof of successful teaching experience; and a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Spanish and audit a third course which provides the context for the qualifying paper. The instructor of the audited course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools, Sunderland Language Center, Middlebury College.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of three units of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and that the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught entirely in Spanish in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate those already taken for degree credit. This information must be sent to the dean of the Spanish School for approval prior to the student's registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units applied towards a degree must be earned within a period of ten years. For example, units earned in 1982 would not be eligible for an M.A. degree awarded in 1993.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the Spanish School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs **per week** are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not available to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a **complete** application to the Office of Financial Aid as soon as possible after January 1, 1993 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete **and** who have been accepted to the School.

The only cost for the academic year that is payable to Middlebury College is tuition. In cases where financial aid exceeds tuition and will be used to cover a portion of living expenses, the balance of aid will be sent to you abroad, in care of the director of your school. Federal regulations state that enrollment must be verified before funds can be disbursed. Therefore, you should plan to have money available to cover travel, books, and the first month of living expenses abroad. Your refund will be sent to you in two disbursements: the first one after fall registration, and the second one at the beginning of the second semester. Students receiving financial aid to go abroad will receive information from the Office of Financial Aid during the summer detailing the logistics of the academic year aid package; individual appointments may also be made.

Please address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a Language School application, call the Language School to which you wish to apply.

Scholarships

The following scholarships have been established in honor of friends or faculty of the Spanish School: *The Jan Borgia Scholarship Fund, The Juan A. Centeno Memorial Fund, The Anna and Luke J. Nolfi Scholarship Fund, The Joel A. Smith Fund for the Spanish School Abroad, and The Spanish School Alumni Association Scholarship.* Students do not apply directly for scholarships. All financial aid applicants will automatically be considered for these awards.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit, which must be paid within 30 days of acceptance, guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1993 of their decision to cancel their enrollment. After May 1 and until registration at the summer session, students who cancel will lose the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $835. Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Madrid. In a given summer, students may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space. Decision on level of study is determined by student performance on a placement test administered by mail upon receipt of the application. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed on a rolling basis until the start of the session, or for as long as space is available. As the school may be fully subscribed by April 1, early application is desirable.

For more information or an application, contact the Spanish School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753-6131
802-388-3711, Extension 5538

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty and Staff

Director: Frank Casa, Ph.D., University of Michigan. Professor Casa has published numerous books and articles on the literature of the Spanish Golden Age, among them *The Dramatic Craftmanship of Moreto* and, most recently, the second volume of *Editing the Comedia*. He is also on the editorial board of several scholarly journals. Professor Casa was chair of the department of Romance languages at the University of Michigan and has also been Chief Reader for the College Board Advanced Placement Program in Spanish.

Dean: (winter) Judith E. Liskin-Gasparro holds an M.A. in Spanish literature from Princeton University and is currently in a Ph.D. program at the University of Texas in Austin. Before coming to Middlebury in 1986 as a lecturer in Spanish and Special Programs Assistant for the Language Schools, she worked for ten years as a test development consultant in foreign languages at Educational Testing Service. She has published and spoken widely in the areas of proficiency testing, curriculum development, and foreign language teaching techniques. She is the author of *Testing and Teaching for Oral Proficiency: A Familiarization Kit* and co-author of *Entradas: El español por etapas* and *The "América" Video Library (vols 1 and 2)*. She also chaired the 1991 Northeast Conference on the Teaching of Foreign Languages and is a member of the Board of Directors of the Vermont Foreign Language Association.

Dean: (summer) Gustavo Mejía holds a *licenciatura* in philosophy and letters from the University of the Andes, and received both a Master's degree and a doctorate from the University of Essex, Great Britain. He has taught at several universities in his native Colombia, at Vassar College and Middlebury College in the United States. Prof. Mejía is the director of the Middlebury School in Spain. His publications include short stories, poems, and articles on literary criticism, the most important of which are his editions of *María* by Jorge Isaacs and the *Obra completa* of José A. Silva, co-authored with Eduardo Camacho.

Faculty

Ion Agheana is professor of Spanish at Hope College in Michigan. With a Ph.D. from Harvard, Professor Agheana has written on the literature of the Spanish Golden Age as well as on Borges. Among his works are: *The Situational Drama of Tirso de Molina; Jorge Luis Borges: Existentialism and the Dynamics of Surprise, The Meaning of Experience in the Prose of J. L. Borges*, and a *Reasoned Thematic Dictionary of the Prose of J. L. Borges*.

Elena Bajo Pérez received her doctorate from the University of Salamanca with a thesis entitled *Contribución al estudio léxico del "Buscón" de Quevedo*. From 1985 to 1988 she was a researcher with Spain's Ministry of Education; in 1988 she joined the department of Spanish at her alma mater, where she is now an associate professor.

Carlos Cabrera, from Spain, is a professor of Spanish language at the University of Salamanca. He received his doctorate from the same university and has published various articles on the history of the Spanish language. His publications include books on A. de Capmany, *Observaciones críticas sobre la excelencia de la lengua castellana* and is about to publish one on *El Oraçional de Alonso de Cartagena*. He has taught foreign students both at Salamanca and at Middlebury.

Carlos Cañeque Sola received an MA in sociology from Yale and a doctorate in political science from Madrid's Universidad Complutense. His books deal with topics in political science (*Dios en América: Una aproximación al conservadurismo político-religioso en los Estados Unidos; La nueva derecha americana*), literature (*Borges y la tradición de la parodia*), and film (he is co-author of *Con y sobre Berlanga*). He is currently professor of political science at the Universidad Autónoma of Barcelona.

Antonio Carreño, from Spain, received his Ph.D. from Yale University and is now a professor and chair of Hispanic Studies at Brown University. Professor Carreño is a specialist on Golden Age and contemporary Spanish peninsular literature and has extensively published on drama, poetry and prose of both periods. He has received Guggenheim and Fulbright fellowships, among others.

His published works include *La dialéctica de la identidad en la poesía contemporánea* and *El romancero lírico de Lope de Vega*. He has edited Luis de Góngora's *Romances* and Lope de

Vega's *Poesía selecta, El castigo sin venganza, El perro del hortelano, Pastores de Belén.*

Matilde Olivella de Castells received her *doctorado* from the University of Havana. She has taught at Rutgers University and California State University where she received both the Outstanding Professor and Merit Awards. She has been a member of the Spanish Development Committee of the College Board and the California Foreign Language Competency Project. She is the author of several textbooks among which are *Lengua y lectura, La lengua española, Mundo hispano* and *¡Ya comprendo!.*

Rafael Castillo, from Bilbao, Spain, studied music and classics in Spain, obtaining a *licenciatura* in philosophy and letters from the University of Madrid and a degree in piano and music from the Conservatorio Superior de Música in Bilbao. In 1970, he won a Fulbright Scholarship to study linguistics at the University of Illinois in Urbana, where he received a Ph.D. in 1975. He has taught at the Ohio State University and the University of California at Berkeley. Since 1975, he has been a member of the faculty at the Spanish School summer session and, since 1978, of the School in Spain. He also teaches in Boston University's program in Spain.

Jaime Concha, Chilean, received a *licenciatura* in philosophy from the University of Concepción, where he has also taught. Before accepting his current position at the University of California in San Diego, he taught in France and at the University of Washington. He received a Guggenheim Fellowship for 1978-79 and he is currently a member of the Board of Governors of the Humanities Research Institute. His numerous publications include studies on twentieth-century poetry and the sixteenth-century colonial period in Latin America. He has published monographic studies on Neruda, Darío and Huidobro. His latest publication is *Gabriela Mistral* (Madrid, 1987) and he is now working on a book on Sarmiento.

Silvia Esteban Muguiro received her *licenciatura* in philosophy and letters from Madrid's Universidad Autónoma, where she also did additional work on special education and textual analysis. She has taught Spanish language and literature at Madrid's Colegio Rosales and Colegio Estudio and with Middlebury's program.

Flora González, from Cuba, received her Ph.D. from Yale University and is currently an assistant professor of Spanish at Emerson College in Boston. She has written articles on Borges, Donoso, Arenas, Fuentes and Carpentier. She is presently working on a book-length study of dramatic representation in José Donoso's narrative.

Maite Grau Iglesias is finishing her doctoral work in art history at the Universidad Autónoma of Barcelona. She has done graduate work at the University of California at Berkeley and has co-authored a book on Spanish filmmaker Luis García Berlanga, *Con y sobre Berlanga.* She is currently teaching history of art and film at the Centro Calasanz in Barcelona.

María Luz Gutiérrez Araus, from Burgos, Spain, received her Ph.D. in Hispanic philology from Madrid's Universidad Complutense in 1974. She is now a professor of Spanish grammar at UNED (Universidad Nacional de Educación a Distancia) in Madrid. She is vice president of the Asociación para la enseñanza del español como lengua extranjera (ASELE). She has published books and articles on Spanish syntax, the history of Spanish grammar, phonetics, and the teaching of Spanish as a second language. Among her works are *Estructuras sintácticas del español actual* and *Lengua española* (co-author).

David Herren is a member of the department of academic computing at Middlebury College. He has been a member of the faculty in Spanish at Vanderbilt and Butler Universities, as well as director of the language media centers at both institutions. Mr. Herren has been a frequent speaker at national and international conferences in the area of technology and foreign language teaching, and has conducted extensive workshops in this area at many universities around the country.

Marian B. Labrum, from Montevideo, Uruguay, is an assistant professor of Spanish and director of the Spanish translation program at Brigham Young University, where she has also been appointed Director of Language Instruction. She is a member of the Translation Studies Committee and the Honors and Awards Committee of the American Translators Association, and has written several articles and conducted many demonstrations on the art and methodology of translation and interpretation. She holds the degree of Doctor of Modern Languages from Middlebury College.

Paloma Lapuerta Amigo received her *licenciatura* from the University of Salamanca and her doctorate from the University of Geneva with a thesis on poet Félix Grande which will soon be published by Editorial Anthropos. From 1984 to 1991 she was assistant professor of Spanish language and literature at the University of Geneva and this year she has taught a course on the Spanish Realist novel for Middlebury's program in Spain.

Isabel C. Livosky, from Argentina, received her Ph.D. from New York University. In addition to being active as a translator, she has edited works by Gracián, *Bibliographic Index for Spanish and Spanish-American Studies in the United States*, and two volumes of the series *The Analysis of Hispanic Texts: Current Trends in Methodology.* A Wilson and Fulbright Scholar, she received an award for excellence in teaching from Knox College, where she is an associate professor of Spanish and director of their program in Barcelona.

Ana Martínez-Lage has received advanced degrees from Spain, France, and the United States, where she completed her Ph.D. in applied linguistics and second language acquisition at the Pennsylvania State University. She is currently Language Program Director at the University of California, Irvine and has just completed a composition textbook for intermediate Spanish.

José G. Moreno de Alba received his doctorate in Hispanic linguistics from the Autonomous National University of Mexico, where he is now a professor. He is a member of the Mexican Academy of Letters and has lectured in the former Soviet Union, Germany, and many countries of North and South America. He has written articles and books on linguistic topics, such as *Valores de las formas verbales en el español de México, Morfología derivativa nominal* and, *El español en América* (1988). His new book *Diferencias léxicas entre España y América* will soon appear. He is currently Director of Mexico's National Library.

Juan Antonio Muñoz from Seville, Spain, is a teacher at the Instituto I. B. Alboro. He has taught for the University of Michigan both in the United States and in its programs abroad and specializes in second language acquisition.

Carmen M. Nieto, from Puerto Rico, has an M.A. in Spanish from the University of Michigan and an M.A. in French from Middlebury College. She coordinated and taught the second year of Spanish in the intensive Spanish program at the Residential College at the University of Michigan for 4 years. From 1990-91, she worked as a translator for the Federal Government in several national and international conferences. During the 1991-92 academic year, she taught at the United States Military Academy, West Point.

Andrea Parada received her *licenciatura* in psychology from the Universidad Católica of Chile, and did post-graduate work at the University of Heidelberg. She is now finishing her thesis *El cuento feminista hispanoamericano contemporáneo at the University of Michigan.*

Manuel Pastor, a native of León, Spain, is professor and chair of the department of political science at the Universidad Complutense in Madrid. He did graduate studies at the University of Wisconsin and has been a visiting researcher at Princeton University, Columbia University, and the University of Minnesota. From 1980-84 he was Assistant Secretary General of the Universidad Internacional Menéndez y Pelayo in Santander. He is a specialist in political theory and contemporary political ideologies, and is author of the following books: *Los orígenes del fascismo en España, Ensayos sobre la dictadura, Bonapartismo y fascismo, Lecturas de ciencia política, Introducción a la Teoría del Estado, Ideologías y movimientos políticos contemporáneos, Ciencia política*, and co-author of a collective work on *La transición política en España*. Since 1974, he has also been a professor at the Institute of European Studies in Madrid.

Jorge Plata, born in Bogotá, Colombia, graduated from the University of the Andes, where he began his theater career in 1966. He is a professor of literature and theater at several universities in Bogotá and a founding member of the Teatro Libre de Bogotá (1973), where he has served as actor, director and dramatist. In 1984, Professor Plata completed a very successful tour of the Far East and Europe with the Teatro Libre. He has recently written verse translations into Spanish

of *King Lear* and *Macbeth, Episodios comuneros*, which is a play for street theater, and a dramatic piece, *Un muro en el jardín* (debut Paris, 1987).

José Manuel Polo de Bernabé received his education in France, Spain and the United States, where he earned his Ph.D. from Cornell University. He has taught at Cornell University, SUNY-Albany, and the University of North Carolina at Chapel Hill, where he is currently associate professor of Spanish and comparative literature. Professor Polo de Bernabé has published one book, *Poesía y conciencia: estudio de la obra de Jorge Guillén* and has two more forthcoming, *Mímesis y teatralidad en el teatro español contemporáneo* and *Theory of Spanish Autobiography*. He has also published numerous articles on nineteenth- and twentieth-century Spanish literature.

José Alberto Portugal, assistant professor of Spanish at Middlebury College, did his undergraduate work at the Pontificia Universidad Católica of Perú and his Ph.D. at the University of Texas-Austin. He has published articles on Peruvian literature and politics and is currently finishing a book on Peruvian novelist, José María Arguedas.

Berislav Primorac, an associate professor of Spanish at the University of Windsor, Canada, received his Ph.D. from the University of Michigan. He has written on Golden Age theater and has edited Moreto's *El lindo don Diego* and Gorki's *The Mother*. Professor Primorac has also been chair of the modern languages department and directed a summer program in Spain for many years.

Alfredo Ramón was born in San Ildefonso, Segovia, Spain, and has resided all of his life in Madrid. Following his graduation from the Escuela Superior Central de Bellas Artes de San Fernando in Madrid, where he obtained the title of Painter and Professor of Art, he has pursued three active careers: artist, teacher, and lecturer. Since 1957, he has offered courses in both Spanish and Latin American art for the programs in Spain of a number of North American universities and colleges. Professor Ramón has had many one-man shows, the most recent in London, and his paintings hang in various museums in Spain as well as in numerous private collections in Europe, North and South America, and the Far East. In 1991 he received an honorary doctorate from Kalamazoo College.

Alberto Ruy-Sánchez Lacy is a writer and editor of many books, among them a novel, *Los nombres del aire* (Premio Xavier Villaurrutia, 1987) and *Una introducción a Octavio Paz* (Premio Nacional de Literatura José Fuentes Mares, 1991). He earned a doctorate in communication from the University of Paris and is currently editor of the magazine *Artes de México*. He has received numerous awards, among them a Guggenheim Fellowship, and his editorial work has won the Premio al Arte Editorial (1988, 1989, 1990 and 1991), the Premio Nacional de las Artes Gráficas (1989, 1990 and 1991) and the Premio Quorum de Diseño Editorial (1990 and 1991).

Gustavo Sainz of Mexico served for ten years as a professor and chair of the department of journalism and communication sciences of the Autonomous National University of Mexico. He taught at the University of Texas, San Antonio, the University of Wisconsin, Madison, and the University of New Mexico, and is currently at Indiana University, Bloomington. Professor Sainz has received grants from various foundations, including Ford, Guggenheim, Tinker, and the Center for Inter-American Relations. Among his works are: *La princesa del palacio de hierro*, for which he won the Premio Xavier Villaurrutia, *Gazapo*, *Obsesivos días circulares*, *Compadre Lobo*, and *Fantasmas aztecas*. His most recent novels are *Paseo en trapecio*, *Muchacho en llamas*, and *A la salud de la serpiente*.

Samuel G. Saldívar, a native of Mexico, is a professor of Spanish at the United States Military Academy, West Point, where he teaches both language and literature. He earned a B.A. in Spanish and an M.A. in foreign language education at Florida State University, and a Ph.D. in Latin American literature at New York University. Dr. Saldívar has published a book, *Evolución del personaje femenino en la novela mexicana*, as well as articles on Mexican literature.

Elvira Swender is the Spanish language coordinator at Syracuse University, where she has also served as director of the foreign language education program. Currently a candidate for the Doctor of Arts degree at Syracuse, she also holds the M.A. from that institution. Ms. Swender, an ACTFL-certified oral proficiency tester and the author of a testing program to accompany the textbook *Entradas*, is also the recipient of several grants for curriculum development, including the MLA Professional Development Grant and the Syracuse University College of Arts and Sciences' Gateway Grant.

Roberto Véguez received his Ph.D. from the University of Wisconsin-Madison. He began teaching at Middlebury College in 1972 and in 1974 joined the Spanish School where he has served as Dean, Acting Director and Director of the School in Spain. Professor Véguez was a visiting professor in 1990-91 at the United States Military Academy, West Point.

Carmen Vigo-Acosta, from Uruguay, received her master's degree from Brigham Young University. She has served as assistant director for study abroad programs, has taught at the Monterey Institute of International Studies, and has been an instructor for Peace Corps volunteers. She now teaches at Mesa Community College.

Administrative Staff

Audrey A. LaRock has been the Spanish School assistant since 1986. She previously held the same position for the Middlebury College Schools of Chinese and Japanese.

Eileen P. Kelly, assistant to the Director abroad, received her B.A. in Latin American studies and in government from Wesleyan University. She holds an M.A. in Spanish language and literature from Middlebury College.

Lena I. Santillana, the bilingual assistant, was born in Cuba, and received her B.A. in German and in history from Walla Walla College in Washington. Lena has attended the Middlebury Spanish program both in Vermont and in Madrid and will be awarded her M.A. in August of 1993.

Course Offerings

Intensive Language Courses

Daily activities normally include three to four hours of classroom instruction plus additional work in the language laboratory. *Schedules, texts and staffing are subject to change.*

+ designates courses in the seven-week session.

Level 100

The beginning student will enroll in all three of the following courses for a total of three units.

101-102-103 Beginning Spanish+

Agheana, Parada, Swender, Vigo-Acosta

This course is designed for beginners who want to master the basic structures and vocabulary of the language. An ordered presentation based on language in its situational context will focus on all four of the language skills: understanding the spoken word, speaking, reading and writing. The course will consist of four one-hour sessions daily.

Required text: Theodore V. Higgs, Judith E. Liskin-Gasparro, and Frank W. Medley, Jr., *Entradas* (Boston: Heinle & Heinle, 1989).

Level 200

Castells, Nieto

Level 200 courses are part of an integrated program. Intermediate students must take all four courses (201-204) simultaneously for a total of three units.

201 Intermediate Grammar+

This course is designed for students to develop solid communicative skills while actively using the grammatical structures of the Spanish language. The course will start with a review of the basic grammatical topics already studied by

the students in their first year, and it will move rapidly to engage more complex structures and increase vocabulary, while encouraging an appropriate degree of precision and accuracy. Classroom activities will progress from exercises that foster control of basic, discrete forms toward those that require greater manipulation of larger segments of language. Using rather than merely knowing is stressed in this course.

Required text: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Lengua*, 3rd ed., (New York: Random House, 1992).

202 Conversation+

This course corresponds thematically to the grammar course. It is designed to encourage students to activate and personalize the forms, the structures, and their increasingly rich vocabulary through meaningful and purposeful communication within authentic contexts. Attention to pronunciation and accent is incorporated into the conversational framework of the program. The activities, which focus on a variety of discourse strategies, will encompass real-life linguistic tasks and situations, and will be developed through roleplay, presentation, debate, and collaborative language use in a variety of content areas.

Required texts: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Actividades*, 3rd ed. (New York: Random House, 1992); Mary Lee Bretz and Trisha Dvorak, *Pasajes: Cuaderno de práctica*, 3rd ed. (New York: Random House, 1992).

203 Composition+

This course complements 201 and 202 with a focus on writing skills. Students will read an assortment of passages in a variety of genres, covering topics related to major events, traditions, beliefs, and accomplishments of the Spanish-speaking world. These readings will serve as topical springboards for writing opportunities. Writing will be practiced primarily as process rather than product; and will include pre-writing, multi-draft, peer review and evaluation stages. Writing activities are intended to be purposeful and linked to real-world needs.

Required text: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Cultura*, 3rd ed. (New York: Random House, 1992).

204 Cultural Approaches+

This course seeks to develop an understanding of and an appreciation for the many cultures that are properly identified as Hispanic. Through a four-skills approach, linguistic functions such as description, narration, and comparison will be targeted. Analytical skills will be fostered, and insights will be facilitated and nurtured through cultural exploration and inquiry.

Required text: Mary Lee Bretz and Trisha Dvorak, *Pasajes: Cultura*, 3rd ed. (New York: Random House, 1992).

Level 300

Level 300 courses are part of an integrated program. Advanced students must take all four courses (301-304) simultaneously for a total of three units. Students may pre-register for 304A or 304B but class size is limited and registration will

be handled in the order in which they are received in the mail up to the limit for the section.

301 Grammar and Composition+ González, Primorac

This course will stress the expansion of students' active vocabulary and writing skills at the third-year level. Classroom activities will center on thorough review of the most problematic aspects of the Spanish grammar, as well as active use of the language taken directly from original texts. New vocabulary will be introduced through the reading of a variety of texts taken from the cultural, political and literary world.

Required text: John Koppenhauer and Lynn Winget, *Essential Spanish Grammar in Review* (New York: Random House, 1982); also, special material in course pack form to be purchased at Middlebury.

302 Contemporary Hispanic Literature+

Livosky, Véguez

This course is designed to introduce students to the reading of advanced texts. Students will not only improve their reading skills but will also become familiar with major topics of Hispanic literature as well as acquire a knowledge of the nature of literary expression.

Required texts: María Luisa Bombal, *La última niebla. La amortajada* (Barcelona: Seix Barral, 1990); Antonio Buero Vallejo, *La doble historia del Doctor Valmy*, Selecciones Austral 15 (Madrid: Espasa-Calpe, S.A., 1984); *Cinco maestros*, Alexander Coleman, ed. (New York: Harcourt Brace Jovanovich, Inc., 1969); Frank Dauster and Leon Lyday eds., *En un acto: Diez piezas hispanoamericanas* (Boston: Heinle & Heinle, 1983); Ramón Sender, *Réquiem por un campesino español* (Barcelona: Destino, 1990).

303 Conversation+ Muñoz

This course complements 301 and 302 and is designed to help students develop their oral proficiency. Oral presentations, role-playing and peer teaching are all used to offer diverse opportunities for self-expression.

Required text: Special material in course pack form to be purchased at Middlebury.

304A Spanish Culture+ Primorac

This course will deal with the evolving culture and civilization of Spain. It is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, art, politics, etc., that have contributed significantly to the shaping of modern Spain.

Required text: Francisco Ugarte, *España en su civilización*, 4a ed.(New York: McGraw Hill, 1992).

304B Hispanic Culture+ Mejía

This course is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, art and politics that have contributed significantly to the shaping of Spanish-American cultures. After a brief introduction covering the pre-Hispanic world

and Colonial times, the course will concentrate on Spanish-American cultural history since independence up to and including the Cuban revolution.

Required text: Carlos Loprete and Dorothy McMahon, *Iberoamérica: síntesis de su civilización*, 2nd ed. (New York: Scribner's); also, special material in course pack form to be purchased at Middlebury.

Note: Advanced undergraduates who place above the 300 level will be allowed to take 501.

Graduate Program of Studies

Curriculum and Degree Requirements

Graduate courses are numbered to indicate level of difficulty. First-year graduate students should normally choose their courses at the 500 and 600 levels. Very advanced undergraduates and beginning graduate students not admitted to 502 are expected to choose courses at the 500 level only. Students admitted to 502 may not enroll simultaneously in higher-level language courses, but may take 600-level courses in other areas.

Courses at the 700 and 800 levels are designed for D.M.L. and advanced M.A. and M.M.L. candidates.

Requirements for the M.A. for students accepted to candidacy beginning with the 1993 session of the Spanish School are as follows:

1. Summer of admission: three courses, including 502 (formerly 501) *Advanced Spanish Language* and 560 *Literary Analysis*. Admission to or exemption from 502 is determined by a placement examination administered by mail. Students admitted to 502 will be placed in the most appropriate section at the time of registration. Students not admitted to 502 will be required to substitute 501. Students exempted from 502 will be required to substitute a 600-level language course. Exemption from 560 may be granted if an equivalent course has been taken. 502 and 560 are prerequisites for courses in the language and literature sequences respectively. The third course may be selected from the offerings in the culture and civilization, literature, or professional preparation areas.

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses:
a. One course in Spanish civilization and culture. Students going to Madrid may not take 545 *Theater Workshop* during the summer.
b. Three language courses (501 or 502 may be counted as one of these)

c. One course in Latin American literature or culture and civilization
d. 560 *Literary Theory and Analysis*
e. Three literature courses (560 may **not** be counted as one of these). For students not going to Madrid, 583 or 584 **and** 585 or 586 are required courses.

4. The other three courses are electives. Candidates preparing for a teaching career are advised to take at least one course in the area of professional preparation.

Graduate Course Descriptions

Key to three-week courses:
(I) designates session I (July 1-July 21)
(II) designates session II (July 22-August 11)

Note: One graduate unit is equal to three semester hours of credit. *Schedules, texts and staffing are subject to change.*

Language

501 Advanced Writing Labrum

This course makes use of translations, summaries, reports, and compositions in order to develop the writing skills of the students. Grammar points are reviewed once a week in formal discussion and in context when the need arises. **Students must also take Advanced Grammar and Reading.**

Required text: Eugene Savaiano, *2001 Spanish & English Idioms* (New York: Barrons Educational Series); also, special material in course pack form to be purchased at Middlebury.

501 Advanced Grammar and Reading Saldívar

Students will engage in various activities as they read and analyze a variety of texts to acquire the ability to read and understand advanced texts in literature, criticism and intellectual discourse. In addition, students will receive formal explanations of refined grammatical points reflected in the readings, and undertake a program of vocabulary development focusing on the use of idiomatic expressions. **Students must also take Advanced Writing.**

Required text: Patricia Lunn and Janet DeCesaris, *Investigación de gramática* (Boston: Heinle & Heinle, 1992); also, special material in course pack form to be purchased at Middlebury.

Note: 501 replaces the former Level 400 advanced grammar course. It has been designed to accommodate graduate students who have placed below the level of the required 502 course. Students placed in this course must take two sections - Advanced Writing and Advanced Grammar and Reading. Each section meets one hour a day. Upon successful completion of this course, students will have satisfied the 502 requirement and will receive one unit of graduate credit. This course is also open to advanced undergraduates placing higher than the 300 level but these students should consult with their home institutions on whether or not they will accept transfer credit.

502 Advanced Spanish Language Bajo Pérez, Gutiérrez Aráus

The course is a detailed study of some of the more difficult points of grammar and usage: preterite and imperfect; the subjunctive; the infinitive and the gerund and their use in verbal periphrases; *ser* and *estar*; the conditional; personal pronouns and the particle *se*; prepositions. In addition, the course will work on the improvement of oral and written comprehension and production and vocabulary enrichment through a series of exercises. (1 Unit)

Required text: Julio Borrego, José J. Gómez Asencio and Emilio Prieto, *Temas de gramática española: Teoría y práctica* (Salamanca: Universidad de Salamanca, 1986).

Recommended texts: Real Academia Española, *Esbozo de una nueva gramática de la lengua española* (Madrid: Espasa Calpe, 1974); Pablo Domínguez, et. al., *El español idiomático. Frases y modismos del español* (Barcelona: Ariel, 1988); Francisco Marsa, *Diccionario normativo y guía práctica de la lengua española* (Barcelona: Ariel, 1990).

Note: 502 is obligatory for all first-year graduate students, except those exempted on the basis of the placement test. Those with low placement examination scores will be required to substitute 501 for this course.

518 Syntax of the Spanish Sentence Bajo Pérez

This course begins with a consideration of the structure of the simple sentence and then moves to the different types of dependent clauses, their syntax, and their use. The course will be complemented by practical and creative exercises, identification, segmentation and analysis of the various types of sentences studied. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

519 The Spanish Subjunctive Cabrera

The course will be an in-depth analysis of the subjunctive within simple and compound sentences with special attention paid to adverbial structures. The emphasis will be on its practical use in contemporary Spanish both in written and oral forms. (1 Unit)

Required text: Julio Borrego, José J. Gómez Asencio, and Emilio Prieto, *El subjuntivo: valores y usos* (Madrid: Sociedad General Española de Librería, 1986).

Recommended texts: J. Fernández Alvarez, *El subjuntivo*, 6th ed. (Madrid: Edi-6, 1984); J. F. García Santos, *Español: curso de perfeccionamiento* (Salamanca: Universidad de Salamanca, 1988).

601 Composition and Stylistics Gutiérrez Araus

This course is designed to prepare the advanced student to handle a variety of advanced topics in written Spanish and to improve expressive abilities by appropriate use of form and content. The aim of this course is to teach mastery of the contemporary idiom. (1 Unit)

Required text: Special material in course pack form to be purchased at Middlebury.

608 Phonology and Phonetics (I) Moreno

A review of the general principles of phonology with a detailed description of the vowel and consonant allophones of Spanish together with the the principal aspects of accent and intonation. The course will include practical exercises in phonological and phonetical transcription (It is recommended that students bring a portable tape recorder). This course meets two hours a day. (1 Unit)

Required text: Antonio Quilis, *Curso de fonética y fonología españolas para estudiantes angloamericanos* (Madrid: Consejo Superior de Investigaciones Científicas).

612 Trends in Contemporary Spanish Cabrera

This course will deal with contemporary idiomatic Spanish. It touches, among other topics, on the assimilation of new terminology that is entering the language in various fields and at various levels of the written and spoken language. Graphic, phonetic, morphological, syntactic and lexico-syntactic aspects will be discussed. (1 Unit)

Required texts: Agencia EFE, *Manual del español urgente* (Madrid: Cátedra, 1986); M. Casado Velarde, *Tendencias en el léxico español actual* (Madrid: Coloquio, 1985).

Recommended texts: A. Llorente Maldonado, *El lenguaje estándar español y sus variantes* (Salamanca: Universidad de Salamanca, 1986); F. Marcos Marín, *Reforma y modernización del español* (Madrid: Cátedra, 1979); L. Gómez Torrego, *El buen uso de las palabras* (Madrid: Arco-Libros, 1992).

620 History of the Spanish Language Castillo

A survey of the development of the Spanish language from Latin to the present forms of Peninsular and Latin-American Spanish. (1 Unit)

Required text: Rafael Lapesa, *Historia de la lengua española*, 9a ed. (Madrid: Gredos, 1983).

Culture and Civilization

530 Spanish American Culture Sainz

This course will seek to highlight conflicting social and political systems in Latin America with special emphasis on the problems of development, foreign debt, basic industries, the role of international corporations, relations of dependence and alterations in daily life. (1 Unit)

Required texts: Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia* (México: Siglo XXI, 1985); Gabriel Careaga, *Mitos y fantasías de la clase media en México* (México: Cal y Arena, 1985); Eduardo Galeano, *Las venas abiertas de América Latina* (México: Siglo XXI, 1985); Omar Cabezas, *La montaña es algo más que una estepa verde* (México: Siglo XXI, 1985); Moema Viezzer, *Si me permiten hablar...Testimonio de Domitila* (México: Siglo XXI, 1988).

545 Theater Workshop Plata

The purpose of the workshop, conceived as a linguistic and cultural experience, is to expose students to the nature of drama and to acquaint them with a selection from Spanish dramatic literature. The work for the course will be of a practical nature and will have two stages. The first stage

introduces the students to the basics of acting through dramatic readings, exercises in speech and corporal expression. In the second stage, a play will be prepared and performed as a means of bringing together, in one project, all the work of the course. (1 Unit)

Students going to Madrid may not take this course during the summer.

548 History of Spanish Cinema (II) Cañeque, Grau

This course will screen and discuss representative films from different periods of Spanish Cinema. It will include films by the director Luis García Berlanga who will be in Residence for one week during the course. A schematic presentation of early Spanish Cinema will be followed by a discussion of movies from the fifties to the eighties. This course meets two hours a day. (1 Unit)

Required text: Reading materials to be distributed in class.

549 Mexican Life and Art of the 20th Century Ruy-Sánchez

This course will analyze the social and intellectual background that gave rise to three great moments of Mexican art of the 20th Century: the murals of the thirties, the neo-vanguardist rupture of the sixties and the present day movement of young neo-mexicanists. (1 Unit)

Required texts: Jean Charlot, *El Renaciminento del muralismo mexicano, 1920-1925* (México: Ed. Domés, 1985); Octavio Paz, *Los privilegios de la vista* (México: Fondo de Cultura Económica, 1989).

550 From Goya to Picasso: from Dos de Mayo to Guernica Ramón

The course will study Goya's art with an emphasis on paintings and drawings related to the War of Independence and their influence on European art. This will be followed by an analysis of Spanish XIX century paintings (Fortuny, Rosales, the Madrazos) and conclude with XX century paintings (Sorolla, Picasso, Gris, Dalí, and Miró). (1 Unit)

Required texts: María Jesús Quesada Martín, *El Siglo XIX* (Madrid: Silex, 1992); Carlos Reyero, *El arte del Siglo XX* (Madrid: Anaya, 1992). Other reference texts will be available through the library.

Recommended texts: José Luis Díez, *La pintura de historia del siglo XIX* (Madrid: Catálogo del Museo del Prado, 1992).

552 Political and Intellectual History of Spain (II) Pastor

This course will deal with major developments in Spanish History from Peninsular Union to European Union. Topics will include Spanish and Regional Nationalism; the main political phases of Modern Spain: absolutism, liberalism and democracy; political ideologies and political parties; tradition and modernity; transition from authoritarianism to democracy; problems of democratic consolidation and European unification. This course meets two hours a day. (1 Unit)

Required texts: Andrés de Blas Guerrero, *Sobre el*

nacionalismo español (Madrid: Centro de estudios constitucionales, 1989); Julián Marías, *España inteligible* (Madrid: Alianza Editorial); José Ortega y Gassett, *Europa y la idea de nación* (Madrid: Revista de Occidente); Pierre Vilar, *Historia de España*, 24a ed. (Barcelona: Crítica, 1990). Other relevant articles will be distributed in class.

Literature

560 Literary Theory and Analysis

Carreño, Esteban, González, Livosky, Polo de Bernabé

This course examines the foundations of literary analysis and theory. It is divided into three segments, each of which is devoted to the analytic strategies pertinent to one major genre: narrative, poetry and drama. In addition, students are expected to become acquainted with some of the major issues and trends in modern critical theory. Each student will produce several analyses of Hispanic texts and actively participate in class discussions. (1 Unit)

Required texts: N. H. Abrams, *A Glossary of Literary Terms*, 5th ed. (New York: Holt, Reinhart and Winston, 1988); Jorge Luis Borges, *Ficciones*, 18a ed. (Madrid: Alianza Editorial, 1990); Miguel de Cervantes, *Novelas ejemplares*, vol. II (Madrid: Cátedra); Benito Pérez Galdós, *El amigo Manso* (Madrid: Alianza Editorial); Raman Selden, *Practicing Theory and Reading Literature: An Introduction* (Lexington, Ky: University Press, 1989); C. Virgilio, T. Valdivieso and E. Friedman, *Aproximaciones al estudio de la literatura hispánica*, 2d ed. (New York: Random House, 1989).

Note: This course is obligatory for all first-year graduate students. Exemption may be granted if an equivalent course has been taken.

583 Spanish Literature to the Seventeenth Century Casa

This course will study representative works of medieval and Golden Age Spanish literature. It will deal with the medieval and Renaissance views of human life as well as with the social, religious and intellectual preoccupations of Spain during this period. Students will write short papers and take a final examination. (1 Unit)

Required texts: Pedro Calderón de la Barca, *La vida es sueño*, ed. Ciriaco Morón Arroyo, 17a ed. (Madrid: Cátedra, 1989); Miguel de Cervantes, *Novelas ejemplares*, vol. I (Madrid: Cátedra); Jorge Manrique, *Coplas a la muerte de su padre* (Madrid: Castalia didáctica); Tirso de Molina, *El burlador de Sevilla*, ed. Joaquín Casalduero (Madrid: Cátedra); *Poesía lírica del Siglo de Oro*, ed. Elias L. Rivers (Madrid: Cátedra; Letras hispánicas, 1985); Fernando de Rojas, *La Celestina*, ed. Bruno Damiani (Madrid: Cátedra, 1970); *Lazarillo de Tormes*, ed. Francisco Rico (Barcelona: Editorial Planeta, 1980).

584 Spanish Literature of the Nineteenth and Twentieth Centuries Lapuerta

This course will review some key texts of nineteenth- and twentieth-century Spanish literature. The main goal is to trace a coherent articulation of the different genres according to modern literary theory criteria (e.g., the question of textual

representation, narrative techniques, etc.), and to analyze in depth the examples we have chosen for our readings. (1 Unit)

Required texts: Gustavo Adolfo Bécquer, *Rimas*, ed. Mercedes Etreros (Madrid: Castalia didáctica, 1990); Antonio Machado, *Campos de Castilla*, ed. Geoffrey Ribbans (Madrid: Cátedra, 1989); Miguel Hernández, *El rayo que no cesa* (Madrid: Espasa-Calpe, 1991); Camilo José Cela, *La colmena* (Barcelona: Destino); Federico García Lorca, *Bodas de sangre* (Madrid: Espasa Calpe, 1976); Benito Pérez Galdós, *Tristana* (Madrid: Alianza Editorial); Pío Baroja, *El árbol de la ciencia* (Madrid: Espasa Calpe, 1986); José Zorrilla, *Don Juan Tenorio*, Nueva Austral 51 (Madrid: Espasa Calpe, 1990); Miguel Mihura, *Tres sombreros de copa* (Madrid: Cátedra).

585 Latin American Literature to the Nineteenth Century Concha

We will study representative works of the period that encompasses Colonial times, the Wars of Independence and the development of national consciousness. (1 Unit)

Required texts: Anonymous, *Popol Vuh* (México: Fondo de Cultura Económica, Col. Tierra Firme); Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*, 5a ed. (Madrid: Cátedra, 1989); Sor Juana Inés de la Cruz, *Obras completas* (México: Porrúa, 1951); Domingo F. Sarmiento, *Facundo* (México: Porrúa); José Martí, *Política de nuestra América* (México: Siglo XXI, 1984).

586 Latin American Literature from Modernismo to the Contemporary Period Ruy-Sánchez

Starting with *modernismo*, the class will review the evolution of Latin American literature from the end of the nineteenth century to the present. Particular emphasis will be placed on those authors and texts that reflect the main renovating movements of this literature. (1 Unit)

Required texts: Juan Gustavo Cobo Borda, *Antología de la poesía hispanoamericana* (México: Fondo de Cultura Económica, 1985); Vicente Huidobro, *Altazor* (Barcelona: Planeta, 1986); Guillermo Cabrera Infante, *Tres tristes tigres* (Barcelona: Seix-Barral); Seymour Menton, *El cuento hispanoamericano*, 3a ed. (México: Fondo de Cultura Económica, 1986); Amado Nervo, *Poesía y prosa* (México: Ed. Patria, 1986); Octavio Paz, *Arbol adentro* (Barcelona: Seix-Barral, 1990); Juan Rulfo, *Pedro Páramo*, 20 ed. (México: Fondo de Cultura Económica, 1990).

674 The Literary Representation of the Indian and His World Portugal

This course will deal with novels written by non-Indians in which the representation of the Indian and his world occupy a central and problematic place. The novels represent a wide geographic area (México, Guatemala, Ecuador, Perú) and cover a period of fifty years from the thirties to the eighties. The course will also deal with established critical concepts such as realism, social novel, and indigenismo. (1 Unit)

Required texts: José María Arguedas, *Los ríos profundos* (Madrid: Alianza Editorial, 1981); Miguel Angel Asturias, *Hombres de maíz* (Madrid: Alianza Editorial, 1988); Rosario Castellanos, *Balún Canán* (México: Fondo de Cultura Económica, 1984); Jorge Icaza, *Huasipungo* (Barcelona: Plaza y Janés Editores, 1989); Mario Vargas Llosa, *El hablador* (Barcelona: Seix Barral, 1987); also, special material in course pack form to be purchased at Middlebury.

675 Contemporary Latin-American Short Story Concha

This course will deal with some major writers of short narrative in different countries of Latin-America. Special attention will be given to important contributors such as Julio Cortázar, Borges, José Donoso, Juan Rulfo, Alejo Carpentier and García Márquez. The emphasis will be on close textual reading. There will be a written midterm and a final oral presentation. (1 Unit)

Required texts: Jorge Luis Borges, *El informe de Brodie* (Buenos Aires: Emecé); Alejo Carpentier, *Cuentos completos* (México: Era); Julio Cortázar, *Bestiario* (Buenos Aires: Sudamericana); José Donoso, *Cuentos completos* (Barcelona: Seix-Barral); Gabriel García Márquez, *Doce cuentos peregrinos* (Barcelona: Planeta); Juan Rulfo, *El llano en llamas* (Madrid: Cátedra).

684 Love and Death in Renaissance Poetry Carreño

The lyrical expression of love (Eros) and death (Thanatos) are often juxtaposed in Renaissance and Baroque Spanish poetry. The joy of union is often accompanied by sudden separation. This course will discuss in detail how love and death construct, through language structures, themes, images, rhetorical devices, deictic enunciations, and myths, two basic literary systems of poetic thinking. (1 Unit)

Required texts: Luis de Góngora, *Romances*, ed. A. Carreño (Madrid: Cátedra); Francisco de Quevedo, *Poesía varia*, ed. J. Crosby (Madrid: Cátedra); Garcilaso de la Vega, *Poesía original castellana*, ed. E. Rivers (Madrid: Castalia); Lope de Vega, *Poesía selecta*, ed. A. Carreño (Madrid: Cátedra).

689 Social Aspects of Contemporary Spanish Narrative Esteban

This course will examine Spanish narrative of the last fifty years. Without neglecting the formal and literary aspects of the genre, the central focus will be the relations of the novels to contemporary culture, the political transition, the economic and social changes, and the situation of women in modern Spain. (1 Unit)

Required texts: José Manuel Caballero, *Toda la noche oyeron pasar pájaros* (Barcelona: Planeta); M. Delibes, *El disputado voto del señor Cayo* (Barcelona: Destino); Carmen Martín Gaite, *Nubosidad variable* (Madrid: Anagrama); Eduardo Mendoza, *El año del diluvio* (Barcelona: Seix-Barral); Antonio Muñoz Molina, *El jinete polaco* (Barcelona: Planeta); Esther Tusquets, *El mismo mar de todos los veranos* (Madrid: Lumen).

784 Goya as a Literary Personage Sainz

In this course we will read books by contemporary writers who have chosen Francisco Goya as their narrative subject. His passionate life and controversial works were recreated by many distinguished authors both in the XIX and XX centuries. During our discussions we will consider the

boundaries of Novel, History and Biography. (1 Unit)

Required texts: Cornelius Fischer, *La mano de Goya* (Barcelona: Paradigma); Carlos Fuentes, *Constancia y otras novelas para vírgenes* (México: Fondo de Cultura Económica); Carlos Rojas, *El valle de los caídos* (Barcelona: Destino); *Yo, Goya* (Barcelona: Planeta); Ramón Gómez de la Serna, *Goya* (Madrid: Austral); Antonio Buero Vallejo, *El sueño de la razón* (Madrid: Escelicer); also, special material in course pack form to be purchased at Middlebury.

Professional Preparation for Teachers

690 Macintosh Computers in the Extended Classroom II
Herren

This three-week course will train the student to create courseware for teaching foreign languages. By the end of the course, students will have acquired the tools needed to author computer courseware. The course is open to novice users of Macintosh although a superficial familiarity with a simple program like MacWrite or MacPaint is highly desirable. More advanced students taking the course will work with the instructor in special sessions to help them progress at their normal pace. This course meets two hours a day. (1 Unit)

Required text: Material in course pack form to be purchased at Middlebury.

Recommended text: Danny Goodman, *The Complete Hypercard Handbook* (New York: Bantam Computer Books, 1987).

696 Trends and Issues in the Teaching of Spanish
Martínez-Lage

The purpose of this course is to review current second-language acquisition theories and examine their pedagogical application to the classroom. Students will become familiar with different methodologies and teaching techniques in the context of a proficiency orientation. Emphasis will be on curriculum design and material development for teaching and testing all four skills. The final project will consist of a plan for setting curricular goals and course objectives for a beginning and/or intermediate language course sequence. (1 Unit)

Required text: Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction*, 2nd ed. (Boston: Heinle & Heinle, 1993); additional material will be provided at the beginning of the course.

697 The Teaching of Literature Polo de Bernabé

This course is designed to introduce students to modern strategies for the comprehension and teaching of literary texts. The first part will deal with the study of contemporary poetics and theoretical implications in the understanding and teaching of narrative, drama and poetry. The second part will explore interdisciplinary approaches as a means of presenting literary texts in a class room and from a variety of perspectives. Two short papers, two oral presentations and active class participation required.

Required texts: *Teaching Literature and Other Arts*, ed. by Jean-Pierre Barricelli *et al.* (New York: Modern Language Association., 1990); Frank Dauster, Leon Lyday, eds., *En un acto: Diez piezas hispanoamericanas* (Boston: Heinle & Heinle, 1983); Keir Elam, *The Semiotics of Theatre and Drama* (New York: Methuen); Nora Erro-Peralta, Caridad Silva-Núñez, eds. *Beyond the Border: a New Age in Latin-American Women's Fiction* (Pittsburgh: Cleis Press); Federico García Lorca, *Libro de Poemas. Poema del cante jondo. Poeta en Nueva York. Bodas de sangre. Yerma* (México: Porrúa); Gabriel García Márquez, *Cien años de soledad* (Madrid: Cátedra); Shlomith Rimmon-Kenan, *Narrative Fiction: Contemporary Poetics* (New York: Methuen).

698 Teaching Writing: Theory and Practice
Martínez-Lage

The purpose of this course is to explore issues related to the teaching of writing. We will examine current research on first and second language writing to create a theoretical framework from which a contemporary methodology for the teaching of writing can be elaborated. During the second half of the course participants will be asked to develop a four year writing program that will include sequenced writing assignments and reliable measures for assessing writing proficiency.

Required text: Special material in course pack form to be purchased at Middlebury.

The School in Spain

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 319-81-88
Fax No: 310-0036

A valuable complement of the Middlebury summer program is the School in Spain. The capital of Spain offers a wealth of intellectual and cultural possibilities and enjoys a central location, convenient for travel to various regions of the country. The School is located at the Instituto Internacional, a building of great historical and artistic interest whose location in one of the nicest areas of the city makes it easily accessible to our students.

The School offers both junior and graduate programs during the academic year. Undergraduates may choose either a spring or fall semester or a complete year of study. Candidates for the M.A. degree can choose to attend the academic year in Spain after successfully completing three required courses at the summer session of the Spanish School on the Vermont campus.

Courses for the fall semester begin in early September and end with final examinations in mid-December. After the Christmas vacation, the spring semester opens in early January and continues until late May. The resident director is available to advise students at all times throughout the year, beginning with a series of orientation meetings on the Vermont campus during the summer when questions of registration, transportation, housing and excursions in Spain are discussed at length. Students not on the Vermont campus receive all necessary information by mail during the summer months.

During the first week of each semester, all new undergraduates are expected to participate in an orientation program designed to introduce them quickly to life in the Spanish capital and the surrounding area. Excursions are arranged to various points of interest.

All courses are organized by Middlebury College for its own students. They are taught by a distinguished gathering of some of the most renowned scholars of Spain, including members of the *Real Academia*, university professors and other authorities in the fields of letters, history, the social sciences and the arts. The course offerings are organized with an emphasis on Spain in order to take advantage of the students' presence there.

Housing: Arrangements for accommodations in Madrid are made by the students with the aid of the secretary of the S chool, who keeps an up-to-date list of families and apartments where Middlebury students have lived in previous years. Prices will vary according to the types of accommodation and the rate of exchange. The director and the secretary will do everything possible to help students settle in Madrid before the opening of classes.

Application: Follow the general procedure explained on page 10. When returning the application, mark the appropriate space to indicate an interest in the program in Madrid. The deadline for application to the junior program in Madrid is March 1 for the fall semester, full year and spring semester. For Middlebury College sophomores the deadline is February 1.

Administrative Staff

Gustavo Mejía, Director (See page 10.)

Eileen P. Kelly, Assistant to the Director (See page 17.)

Elisa González Soldevilla, Secretary to the School in Madrid.

Faculty

The following is a representative list of the faculty:

Teresa Bordón holds a doctorate in Spanish philology and a *licenciatura* in philosophy and letters from the Universidad Complutense in Madrid. Professor Bordón teaches courses on methodology and colloquial Spanish.

Carlos Bousoño received his doctorate with a thesis on the Nobel Prize-winning poet Vicente Aleixandre. His critical works have won him the Premio Fastenrath and the Premio Nacional de Literatura; for his poetry, he has received two Premios de la Crítica. In 1979, Professor Bousoño was elected to the Real Academia Española. His latest books are an anthology of his poetry and a work on criticism, *Epocas literarias y evolución.*

Eduardo Camacho was Director of Studies of the Middlebury College School in Spain from 1972 to 1989. Professor Camacho was born in Colombia where he received a *licenciatura* in philosophy and letters from the University of the Andes in Bogotá. He continued his studies in Spain and earned his doctorate in Romance languages at the Central University of Madrid. He has been professor at the University of the Andes and at the State University of New York at Albany. He taught at the Middlebury Spanish School for many years, serving as director from 1972 to 1982. He has published several books of literary criticism including *La elegía funeral en la poesía española* and *Naturaleza, historia y poética en Pablo Neruda*, an edition of *Martín Fierro*, and *José Asunción Silva: Antología - Prosa y verso*, which he co-authored with Gustavo Mejía. He has recently published two novels, *Sobre la raya* (1986) and *Aquellos rojos años* (1990).

Rafael Castillo. (See page 12.)

Ricardo Doménech has held the position of director of the Escuela Superior de Arte Dramático, and is currently teaching there. He has published several books of criticism and

short stories. Among Professor Doménech's latest titles are *La pirámide de Khéops* and *Tiempos*.

Jesús Fernández Alvarez of Asturias, Spain, studied philosophy and letters at the University of Madrid. He has taught for North American programs in Madrid since 1966 and was a professor at the Middlebury College Spanish School in Vermont for many summers. Professor Fernández is the author of *El subjuntivo*, and has also co-authored *Perífrasis verbales* and the three books of *Curso intensivo de español*. He is now working on a monographical study on the Spanish indicative.

Secundino González Marrero holds a doctorate in political science from the Universidad Complutense in Madrid. Professor González teaches contemporary Spanish politics at both the graduate and undergraduate level.

Kim Griffin is currently working on her Ph. D. at Ohio State University, and is the Director of International Programs at Colegio Europeo de Estudios Superiores. She received her M.A. from Middlebury College and has taught at the Spanish School summer program. She previously taught at the Academia Ripolles in Madrid and at Notre Dame High School in Elmira, New York.

María Luz Gutiérrez Araus. (See page 13.)

Selma Margaretten received her doctorate from the Universidad Complutense in Madrid. She has published, in collaboration with José Rubia Barcia, *Américo Castro and the Meaning of Spanish Civilization*, and has translated works by Castro in collaboration with Willard F. King.

Alfredo Ramón. (See page 15.)

Regina Sagüés received a *licenciatura* in philosophy and letters from the University of Madrid. She has taught at the Colegio Estudio of Madrid since 1969, at the summer session of the Spanish School of Middlebury College from 1971 to 1982, and at Middlebury College in Madrid since 1970.

Alberto Sánchez received *licenciaturas* in law, and in philosophy and letters from the University of Valencia. He teaches at the Middlebury program in Madrid and also serves as the director of *Anales cervantinos*, where many of his articles and reviews have been published. His edition of *Don Quijote* was published by the Editorial Noguer of Barcelona.

José Sánchez Jiménez holds a doctorate in history and a *licenciatura* in psychology from the Universidad Complutense in Madrid and a doctorate in social sciences from the Pontifical University of Salamanca. He teaches at both of these universities and in the Diplomatic School of the Ministry of Foreign Affairs. Professor Sánchez Jiménez has written extensively on Spanish rural society and has completed a three-volume *Historia contemporánea* for the Editorial Alhambra, Madrid. He has also edited, in collaboration with M. Tuñón de Lara and J.L. García Delgado, Volume XXXVII of Menéndez Pidal's *Historia de España*, published by Espasa-Calpe.

Carlos Soria Tosantos has a *licenciatura* in Hispanic literature from the University of Madrid. He has edited the magazine of the *Filmoteca Nacional*. He teaches at the Colegio Estudio in Madrid and at several North American university programs.

José Teruel Benavente holds a doctorate and a *licenciatura* from the Universidad Complutense in Madrid. Professor Teruel teaches contemporary Spanish poetry and contemporary Spanish novel at the Middlebury College in Madrid program In addition, he teaches Spanish literature courses at other North American university programs.

Programs of Study

The Junior Program

All courses are organized by Middlebury College for its own students. To be eligible to enroll in the Junior Program, undergraduates must have completed five semesters of college-level Spanish, including a 300-level literature course, with at least a B- average overall and a B average in Spanish. Qualified students may enroll for the fall or spring semester or for the full academic year. Some graduate courses are open to juniors during their second semester in Madrid. In special cases and with permission from the director, an advanced junior may be allowed to take a graduate course which is normally not open to juniors.

It is sometimes required or strongly recommended that a student attend the summer session or a similar program before attending the junior program in Madrid.

Students in the undergraduate program earn the equivalent of eight Middlebury College course units for the academic year in Madrid (four units per semester).

A student's workload must be approved by the resident director. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S.

The following list is representative of some of the courses offered in recent years:

319 Spanish Language Bordón

This course reviews grammatical structures and vocabulary and introduces the principles of composition to help students achieve a better command of oral and written Spanish.

343 Spanish Cinema Soria

The objective of this course is the understanding of Spanish society through its cinema. Students view one film a week and study it in the context of Spanish history.

345 History of Contemporary Latin America Mejía

After a quick review of geographical factors (e.g., regions and climate), students will consider the principal problems of Latin American history. A global view of the period between Independence and the first half of the twentieth century will be presented, giving special attention to cultural aspects. The second half of the course will study present day Latin America, with particular attention to the Central American crisis.

401 Composition and Stylistics Sagüés

This course is designed to help students overcome problems with the Spanish language which are common to English speakers.

461 Latin American Literature Mejía

The object of study is the development of Latin American narrative after the Mexican Revolution, and its relation to peculiar natural phenomena and regional life.

The Graduate Program

During the required preliminary summer in Vermont, graduate students normally take three courses: *Advanced Spanish Language, Literary Analysis* and one elective course. Students going to Madrid may not take 545. In Madrid, the students follow a program consisting of four courses one semester and five courses the other. The choice depends on academic performance at Middlebury and upon previous studies, needs, and interests.

Students will not be allowed to register for the School in Spain if their conduct or academic performance during the summer is judged unsatisfactory.

M.A. candidates are required by the Spanish School to have an understanding of the chronological development of Spanish letters.

The following list is representative of the courses offered in recent years:

Fall Semester

Language

600 Translation: English-Spanish Castillo

Attention will be devoted to exercises in translation, substitution, textual study of literary prose, and composition in order to train students to improve their written work. (1 Unit)

603 Spanish Syntax: The Complex Sentence Gutiérrez Araus

The subject of this course is the subordinate clause, i.e., the subjunctive and its syntactical and semantical implications in the spoken and written language. (1 Unit)

Culture and Civilization

633 Spanish Architecture Ramón

The objective of this course is to teach students to recognize the characteristics and evolution of Spanish architecture through a study of its most important examples, in order that they may have a fuller appreciation of Spanish culture and civilization. (1 Unit)

637 Twentieth-Century Spain Sánchez Jiménez

This course will deal with the following themes: the beginning of the twentieth century in Spain, formation of the capitalistic society in Spain, the dictatorship of Miguel Primo de Rivera and the collapse of the monarchy, the Civil War from 1936-1939, Franco's rule, the decline of Franco's Spain and the birth of the democratic opposition. (1 Unit)

643 History of Latin American Culture Mejía

A historical study of Latin American culture and civilization will be based on the following themes: ideology of the independence movement, *civilización y barbarie, Nuestra América*, regional problems, and cultural identity and the Cuban revolution. (1 Unit)

Literature

561 Literature Seminar Camacho

This course provides an opportunity to acquire an understanding of the chronological development of Spanish letters through weekly lectures which are designed to help students organize their literary studies. **Students who are planning on continuing their studies in Spanish beyond the M.A. are strongly advised to take this course.**

Students enrolled in the seminar in the fall semester will select three other courses in the fall and five in the spring; those taking the seminar in the spring will elect five courses in the fall and three additional courses in the spring. (1 Unit)

764 Literary Periods and Evolution Bousoño

Students will examine what constitutes a literary epoch and how and why it evolves toward a new epoch and a new generation. Concrete examples will be taken from the poetry of Juan Ramón Jiménez to demonstrate two distinct literary periods and their influence on contemporary authors. (1 Unit)

767 Cervantes: Don Quijote A. Sánchez

Cervantes' thought and style will be analyzed through the careful study of his masterpiece which is considered by many scholars to be the origin of the modern novel. (1 Unit)

769 Contemporary Spanish Theater Doménech

The course will deal mainly with the works of Valle-Inclán, García Lorca, and Buero Vallejo, and incorporate other playwrights whose works may be currently on the boards in Madrid. (1 Unit)

Spring Semester

Language

503 Spanish Language Today Bordón
This course will study and analyze the Spanish language today. We will consider examples of spoken and written language and we will try to isolate the characteristics that differentiate one from the other. (1 Unit)

620 History of the Spanish Language Castillo
This course will trace the history of the Spanish language from its pre-Latin origins to the present by examining the influences of the Greek, Celtic, Germanic and Arab invasions. Students will also examine the Spanish language in the Hispanic world and the differences among Spanish dialects in Europe and America. (1 Unit)

Culture and Civilization

534 Velázquez, Goya, and Picasso Ramón
This course studies the life and works of three Spanish artists as seen through their historical circumstances. (1 Unit)

639 Spanish Cinema Sanz de Soto
The course will cover the Surrealist mode in Spanish cinema with particular attention given to Buñuel, Saura, and Erice. Their films will be studied using Middlebury's video facilities. (1 Unit)

Literature

561 Literature Seminar Camacho
(see listing for Fall semester)

566 The Generation of 1898 A. Sánchez
In this course we will study the writers of the generation of 1898, with particular attention given to Valle Inclán, Unamuno and Maeztu. (1 Unit)

760 Poetry of the Generation of 1927 Bousoño
This course covers the principal poets of the generation of '27 (Federico García Lorca, Vicente Aleixandre and Luis Cernuda), their respective worlds and systems of expression. After exposure to a structural analysis of contemporary poetry, the student will examine texts of the poets. (1 Unit)

777 Modern Latin American Novel Mejía
This course presents a view of Latin American literature in the past twenty years, including the relationship between specific historical events and their effects on the literature of this period. (1 Unit)

General Remarks: *Middlebury College students with special curricular needs may be able to enroll in selected courses offered by other U.S. universities with programs at the Instituto Internacional. Permission from the director of the Middlebury program is required.*

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Spanish School
Middlebury, VT 05753 - 6131

ITALIANO

Middlebury College

Summer 1993 • Academic Year Abroad 1993-94

The Italian School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5543

Summer 1993
June 25- August 13
(Seven-Week Session)
Total: $3,835
(Tuition $2,500; Board $950; Room $385)

June 28- August 13
(Six-Week Graduate Session)
Total: $3,760
(Tuition $2,500; Board $900; Room $360)

Academic Year 1993-94
The School in Italy
Graduate and Junior Year Programs
(Tuition: Full year $9,100; Semester $4,650)

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Letter from the Director

Italian School Director Edoardo Lebano and visiting lecturer Giuseppe De Santis discussed Italian filmmaking with students in the 1991 summer session.

The summer of 1993 marks the 62nd session of the *Scuola Italiana*, distinguished in Italian Studies in North America for its tradition of excellence in teaching Italian language, literature, and civilization and in implementing innovative classroom methodologies.

In our view, the pledge to use Italian exclusively on and off campus constitutes the core of the Middlebury experience. The pledge is a binding commitment each student makes in writing which must be respected for the duration of the session. Violation of the pledge may result in dismissal from the School.

Unlikely to be duplicated elsewhere, the communal and cordial atmosphere of the *Scuola* fosters respect for the language pledge. Faculty and students live under the same roof and participate together in all the social and cultural activities sponsored by the *Scuola* and by the students themselves. Such a program indubitably places great demands on students and faculty. Nevertheless, at the end of the session, the results more than justify and reward the efforts made.

In 1993, at the first three levels of instruction we will continue to implement structural and methodological improvements recently introduced. At the graduate level, while IT 502 will remain substantially unchanged, IT 601 has been redesigned to better develop and improve a student's writing style. Advanced literature, culture, and civilization courses at the graduate and undergraduate levels will range from the Middle Ages and the Renaissance to the modern and contemporary periods. This year, in addition to a new course on Florentine Art and Society (IT 368/568), the *Scuola* is offering for the first time a course dealing with the literature of Italian emigration to the United States (IT 373/573). In answer to student's requests, at the graduate level, a course on Feminist

Literature (IT 692) and a seminar on *Novecento* Poetry (IT 788) will also be offered.

During the summer of 1991, the internationally acclaimed movie director Giuseppe De Santis was the Italian School's "Artist in Residence". The enthusiasm, affection, and admiration Signor De Santis's visit generated among students and faculty alike have prompted the School to invite him again this year to teach a special workshop, Directing Practicum (IT 380/580), concerning the art of movie making. Professors Vitti and Frierson will assist Signor De Santis as Assistant and Cameraman, respectively. Providing students on the undergraduate and graduate levels an opportunity to collaborate directly with an eminent movie director, a workshop of this distinction has no precedent in the history of the Italian School. Another special feature of the 1993 session will be the mid-July visit on campus of the eminent Italianist Giovanni Cecchetti, Distinguished Professor Emeritus of Italian at UCLA. During his visit to the *Scuola*, Professor Cecchetti will lecture on the art of translation and of poetry, past and present.

The wide range of stimulating courses planned by the *Scuola Italiana* for the summer of 1993 will offer students a rich opportunity to pursue linguistic, cultural, and literary studies under the close guidance of a distinguished and committed faculty.

Fiducioso nel successo della prossima sessione estiva — successo come sempre garantito dall'eccellente motivazione che anima ognuno dei nostri studenti — a nome della Scuola Italiana porgo a tutti un cordiale "arrivederci" a Middlebury.

Il Direttore
Edoardo A. Lebano

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of the Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Languages degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge

Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

The Italian School

In Italian, graduate and undergraduate courses are offered during the summer on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Florence. All programs of study emphasize both the development of language skills and the understanding of Italian culture. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive*.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. In first- and second-level intensive courses, students can expect to spend four hours per day in class and drill, in addition to laboratory and other homework. The intensive nature of the program is sustained through the low student-teacher ratio, 8:1 at the undergraduate level and 6:1 at the graduate level.

Because English is not allowed, the summer session can be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Graduate Degrees

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer of study (summer of application) on the Vermont campus before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees. The M.A. degree in Italian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Florence. The curriculum is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500-level, one language or linguistics course (unit) at the 600-level, two units in civilization, three in literature courses, and, for those students planning to teach and completing an M.A. on the Middlebury campus, one unit in methodology or professional preparation. An M.A. candidate who wishes to finish degree requirements in Florence must also present an independent research project worth two units of credit.

Students who wish to fulfill M.A. degree requirements in Florence must successfully complete three graduate courses, including a 600-level (or above) literature course, on the Vermont campus prior to enrolling in the School in Italy. Admission to the School in Italy is based on performance in the summer courses and on faculty recommendation.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for admission to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Italian; four graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in the first language; one year's residency in Italy; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. *(All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.)*

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in Italian in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses

already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Non-enrolled students may occasionally be allowed to audit upper-level courses with the director's permission. Auditing is not permitted in levels 100-399, nor are students in those courses permitted to audit courses. Auditing costs per week are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not avaliable to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year that is payable to Middlebury College is tuition. In cases where financial aid exceeds tuition and will be used to cover a portion of

living expenses, the balance of aid will be sent to you abroad, in care of the director of your school. Federal regulations state that enrollment must be verified before funds can be disbursed. Therefore, you should plan to have money available to cover travel, books, and the first month of living expenses abroad. Your refund will be sent to you in two disbursements: the first one after fall registration, and the second one at the beginning of the second semester. Students receiving financial aid to go abroad will receive information from the Office of Financial Aid during the summer detailing the logistics of the academic year aid package; individual appointments may also be made.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the language school to which you are applying.

Scholarships

The following scholarships have been established in honor of students, friends or faculty of the Italian School: The Cesare Barbieri Endowment Fund, Salvatore J. Castiglione Memorial Scholarship Fund, Joan R. Costa Scholarship, The Joan F. Giambalvo Scholarship Fund, The Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, The Kenneth Sozzi Memorial Scholarship Fund, and the Rotary Club Milano Nord.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Awards

Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students are required to pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable. For more information or an application, contact the Italian School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, ext. 5543

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Soprano Virginia Zeani spoke with students about the world of opera during the 1992 summer session.

Administration, Faculty and Staff

Director: EDOARDO A. LEBANO. Professor of Italian and Director, Center for Italian Studies, Indiana University. Ph.D., The Catholic University of America.

Dean (September 1992-June 1993): PATRICIA ZUPAN. Associate Professor of Italian, Middlebury College. Ph.D., Indiana University.

Dean (1993 Summer Session): MICHAEL LETTIERI. Associate Professor of Italian, Erindale College, University of Toronto. Ph.D., University of Toronto.

Faculty

ANNA CAROZZA. Former Lecturer in Italian, University of Wisconsin-Milwaukee. School Teacher Certificate, Roma; B.S., University of Wisconsin-Milwaukee.

DAVY CAROZZA. Professor Emeritus of Comparative Literature, University of Wisconsin-Milwaukee. Ph.D., The Catholic University of America.

GIOVANNI CECCHETTI. Distinguished Professor Emeritus of Italian, University of California at Los Angeles. Dottore in Lettere, Università di Firenze..

WALTER CENTUORI. Associate Professor of Italian, University of Nebraska, Lincoln. Dottore in Lettere, Università di Napoli.

GIUSEPPE DE SANTIS. Artist in Residence. Regista cinematografico. Docente presso il Centro Sperimentale di Cinematografia di Roma.

VANNA FONSATO. Lecturer in Italian, Laurentian University. M.A., McGill University, Doctoral Student, McGill University.

MICHAEL FRIERSON. Assistant Professor of Communication and Theater, University of North Carolina at Greensboro. Ph.D., University of Michigan.

PAOLO GIORDANO. Professor of Italian, Loyola University of Chicago. Ph.D., Indiana University.

EDOARDO A. LEBANO. (see above).

MICHAEL LETTIERI. (see above).

AUGUSTO MASTRI. Associate Professor of Italian, University of Louisville. Ph.D., Indiana University.

ROCCO MARIO MORANO. Professore di Ruolo nelle Scuole Superiori di Stato. Direttore della rivista letteraria *Campi immaginabili*. Dottore in Lettere, Università di Firenze.

MARIA CARLA PAPINI. Professore Associato d'Italiano, Università di Firenze. Dottore in Lettere, Università di Firenze.

CARLO SALA. Maître de conférences, Université de Paris X-Nanterre. Diplôme de l'Ecole Pratique des Hautes Etudes. Doctorate de 3e Cycle.

FRANCO TRIOLO. Associate Professor of Italian, College of William and Mary. Ph.D., University of Illinois.

ANTONIO VITTI. Associate Professor of Italian, Wake Forest University. Ph.D., University of Michigan.

Administrative Staff
JOSEPHINE AIELLO. Assistant to the Director. M.A., Middlebury College.

SANDRA BONOMO. Italian School Assistant.

MAX CREECH. Bilingual Secretary. M.A., Middlebury College. Doctoral Student, Indiana University.

Intensive Language Courses

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. Schedules, texts, and staffing are subject to change.

+ designates courses in the seven-week session.

Level 100
The first-year program consists of three components: grammar and drills, introduction to culture and civilization, and an overview of current events and ideas.

151-152-153 Elementary Italian+ A. Carozza, Fonsato

Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)

Required Texts: E.A. Lebano & P.R. Baldini, *Buon giorno a tutti!* First Year Italian. 2nd Edition. New York: John Wiley (1989); U. Skubikowski, *Workbook to Accompany Buon giorno a tutti!*. 2nd Edition. New York: John Wiley (1989). Additional reading materials will be provided by the instructor.

Recommended Text: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

Level 200
Students at the second level are placed in 251-252-253 or 261-262-263 on the basis of their performance on the placement examination administered before course registration.

251-252-253 Intermediate Italian+ Mastri, Fonsato

A review and consolidation of the structures of contemporary Italian, this course also provides systematic enrichment in vocabulary and idiomatic expressions. Conversation, compositions, and oral reports will help to increase fluency and naturalness while preparing the student for a more sophisticated and integrated use of the language in a variety of spoken and written situations. Instruction in phonetics and a language laboratory program are featured components. (3 Units)

Required Texts: G. Lazzarino, *Da Capo.* An Italian Review Grammar. Holt, Rinehart and Winston (1987); I.T. Oldken, C. Mazzola, *Racconti del Novecento: Realtà regionali.* Englewood, NJ: Prentice Hall (1991). Additional reading materials will be provided by the instructor.

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation.* New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

261-262-263 Advanced Intermediate Italian+
Centuori, Vitti

Intended for students at the intermediate level with a higher performance on the placement exam and/or for those students who plan to attend the Middlebury College School in Florence, this course will afford the opportunity to expand oral and written skills while consolidating knowledge of grammar. A variety of aspects of contemporary Italy will be explored through edited and unedited texts drawn from a variety of media: newspapers, magazines and literary works. Additional assignments will focus on films, TV programs and popular music. Class work will be evenly divided between grammatical and cultural components (two hours daily for each). (3 Units)

Required Text: A. Napolitano, M. Devine, *Manuale di grammatica italiana.* Saratoga, CA: Anma libri (1979). Additional materials will be provided by the instructor.
Recommended Text: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

Level 300
Students at the 300 level normally take 301, 302, and 354. Especially well-prepared students may substitute 368, 373 or 380 for 354 by permission of the director.

301 Italian Grammar: A Cognative Approach+ Morano

The purpose of this course is to improve self-expression by solidifying command of salient grammatical structures. Building on knowledge already acquired, the student will be introduced to those complex and potentially troublesome parts of speech from an intellectually logical as well as a functional perspective. Emphasis will be placed on written and oral expression. (1 Unit)

Required Text: G. Pittano, *Lingua, espressione, comunicazione.* Milano: Mondadori (1987). Additional materials will be provided by the instructor.

Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti (1981); Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

302 Italian Conversation: Patterns of Communication+ Lettieri

A systematic introduction to a variety of conversational patterns centered around topics of general interest, such as work and the family, private and public life, political and moral problems, education, religion, hobbies, and the media. The instructor will lead students in exploring meaningful communicative situations and the many possibilities of acceptable and creative linguistic expressions. There will be ample use of audio-visual materials. (1 Unit)

Materials for this course will be provided by the instructor.

354 Modern Italian Writers: An Introduction to the Study of Italian Literature+ Giordano

The aim of this course is to read, analyze, and discuss texts of Italian prose from a grammatical, syntactic, and stylistic perspective. Within this context, literature will be used primarily as a vehicle for the reinforcement and enrichment of linguistic performance. Classes will include lectures, group analyses of sample written work presented in class by students, and discussion of texts. (1 Unit)

Required Texts: I. Calvino, *Il visconte dimezzato.* Torino: Einaudi (1984); A Moravia, *Agostino.* Milano: Bompiani (1945); L. Sciascia, *A ciascuno il suo.* Edited by Iole F. Magri. New York: Houghton Mifflin. Additional reading materials will be provided by the instructor.

Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti (1981); Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

368 Florence from the Middle Ages to Michelangelo+ Sala

For course description and texts, see 568 in the graduate section. (1 Unit)

373 From Italy to America: The Literature of Italian Emigration+ Giordano

For course description and texts, see 573 in the graduate section. (1 Unit)

380 Directing Practicum+ De Santis

For course description and texts, see 580 in the graduate section. (1 Unit)

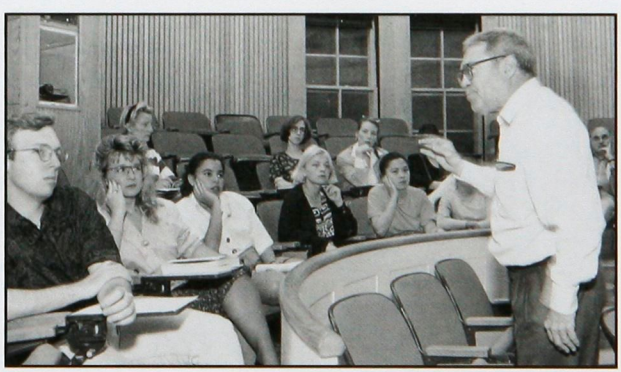
Graduate Courses

502 Advanced Italian: Studies in Language Triolo

Designed to develop oral and written proficiency at the advanced level, this course meets daily for two hours: one hour dedicated to the study of patterns and structures, and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions. **Note:** This course is obligatory for all first time graduate students except those exempted on the basis of a placement examination. Students scoring low on the placement test may be required to take 301 for undergraduate credit before attempting 502. (1 Unit)

Required Text: G. Pittano, *La comunicazione linguistica.* Milano: Edizioni Scolastiche Bruno Mondadori (1988). Additional reading materials will be provided by the instructor.

Recommended Text: Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).



Franco Fido, Professor of Romance Languages and Literatures at Harvard, gave a series of lectures during the 1992 summer session.

568 Florence from the Middle Ages to Michelangelo Sala

This course aims to study the urban, commercial and artistic development of Florence during the 15th and 16th centuries. The birth of perspective and the cult of classical proportion will be analyzed in the context of the growing power of the Medici and of the new, emerging commercial and aesthetic structures. Artistic expressions will not be considered simply from the standpoint of the artist's individual experience, but also as a reflection of the cultural and economic aspirations of a society. After exploring the evolution of early Renaissance art (Brunelleschi, Donatello, and Masaccio), the central part of the course will focus on Humanism and the development of pictorial perspective (Piero della Francesca, Mantegna, Leonardo, and Raffaello). Some attention will be given also to the relationship between Florentine and Northern Renaissance Art (Petrus Christus, etc.). The final portion of the course will deal with the artistic production of Michelangelo and the restoration of the Sistine Chapel. (1 Unit)

Given the special nature of this course, no textbooks are available. The instructor will provide materials and the library will have reference works on reserve.

573 From Italy to America: The Literature of Italian Emigration Giordano

This course will study Italian emigration to the United States through novels, autobiographies, short stories and poems that have chronicled this phenomenon. The historical and sociological perspective of emigration/immigration will also be emphasized through the examination of an array of different materials. (1 Unit)

Required Texts: R. DiBiasio, *I quattro camminanti.* Firenze: Sansoni (1992); R. Sbordonaro, *La spartenza.* Torino: Einaudi (1989); J. Tusiani, *La parola difficile.* Fasano di Puglia: Schena (1988); J. Tusiani, *La parola nuova.* Fasano di Puglia: Schena (1991). Additional reading materials and historical information will be provided by the instructor.

580 Directing Practicum De Santis

A unique course taught by Director Giuseppe De Santis. In addition to giving students a general knowledge of directing a film, the course will emphasize the technical, artistic and economic problems involved in filmmaking. Students will also learn the fundamentals of scriptwriting. With the help of the Director, his assistant and cameraman, students will make short films. Important, full-feature Italian films will also be studied and discussed from various perspectives. (1 Unit)

Given the special nature of this workshop, students will be provided with all pertinent material and the library will have reference works on reserve.

601 Stylistics: Techniques of Composition and Interpretation Lebano

This course is designed to improve students' ability to write Italian correctly and with a certain elegance of style. Selections from modern authors will be read and analyzed for their effectiveness and manner of expression. Discussions will deal also with the language of advertising, sports, and politics, as well as the relationship between the written and the spoken language. Daily written assignments will include linguistic exercises, short translations from English into Italian, summaries, compositions, comments and interpretations of a variety of texts. Students will be introduced also to fundamental notions of Business Italian. (1 Unit)

Required Texts: G. Meini, *Esercitazioni linguistiche.* Vols. 1, 2 & 3. Firenze: Sandron; V. Browne, *Dizionario di false analogie e ambigue affinità fra inglese e italiano.* Bologna: Zanichelli; M. Dardano & P. Trifone, *La lingua italiana.* Bologna: Zanichelli (1985). Additional materials will be provided by the instructor.

Recommended Texts: M. Dardano, *Nuovissimo Dardano. Dizionario della lingua italiana.* Roma: Curcio (1987); M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti (1981).

610 Introduction to Medieval and Renaissance Italian Literature D. Carozza

An historical overview and evaluation of Italian literature from the Mid-*Trecento* through the High Renaissance period. Selected readings from major works of representative authors will illustrate dominant intellectual trends and important developments in literary forms. Lectures and discussions will explore topics such as the interrelationship between literature and society, and between literature and the visual arts and music. (1 Unit)

Required Texts: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria.* Vol. 1. Bologna: Zanichelli (1985); N. Machiavelli, *Il principe.* Ed. E. Janni. Milano: Rizzoli (1983); B. Castiglione, *Il libro del cortegiano.* Ed. E. Bonora. Milano: Mursia (1976).

Recommended Text: R. Montano, *Cultura e letteratura.* Napoli: Conte/G.B. Vico (1987).

675 Leopardi and 19th Century Italian Poetry Morano

A general introduction to Italian Romanticism; reading of and commentary on poems by Ugo Foscolo, Alessandro Manzoni, and Giacomo Leopardi. Special emphasis will be placed on the significance of Leopardi's works in prose and verse. Lectures and class discussions. (1 Unit)

Required Texts: G. Leopardi, *Canti,* a cura di N. Gallo e C. Garboli. Torino: Einaudi; G. Leopardi, *Operette morali: Essays and Dialogues.* Edited by G. Cecchetti. University of California Press (paperback) (1982); U. Foscolo, *Ultime*

lettere di Jacopo Ortis - Poesie, a cura di M. Puppo. Milano: Mursia; A. Manzoni, *Liriche e tragedie*, a cura di L. Caretti. Milano: Mursia.

Recommended Texts: W. Binni, *Ugo Foscolo. Storia e poesia*. Torino: Einaudi (1982); L. Blasucci, *I titoli dei Canti e altri studi leopardiani*. Napoli: Morano (1989); F. Ulivi, *Manzoni*. Milano: Rusconi (1984).

692 Italian Women Writers: 1500-1900 Papini

The aim of this course is to furnish students with a panoramic overview of Italian literature from the 16th to the 20th centuries, through an examination of the most representative works, both in verse and poetry, of the major women writers of the various periods studied: from Vittoria Colonna to Gapara Stampa, from Veronica Franco to Faustina Maratti Zoppi, from Caterina Percoto to Neera and Grazia Deledda. The final portion of the course will focus on the cultural, social and literary contributions made by contemporary women writers, from Sibilla Aleramo to Gianna Manzini, from Anna Banti to Nataliza Ginzburg, and from Elsa Morante to Amelia Rosselli. (1 Unit)

Required Texts: Scrittrici d'Italia, a cura di Alma Forlanie, Marta Savini. Roma: Newton Compton Editori (1991); *Le stanze ritrovate*, a cura di Antonia Arslan, Adriana Chemello, Gilberto Pizzamiglio. Venezia: Eidos (1991).

788 Seminar in Italian Literature: *Novecento* Poetry Papini

Designed to provide a comprehensive knowledge of the thematic and structural evolution of *Novecento* poetry, this course will examine the most significant works of the first part of the century, from Gozzano and Corazzini to Montale and Ungaretti. In the second portion of the course students will be introduced to the poetry of such contemporary authors as Sereni, Luzi, Bigongiari, Caproni, Zanzotto, Porta, Cucchi, De Angelis and Conte, whose writings have greatly contributed to the complex and heterogeneous poetic discourse of the last decades. (1 Unit)

Required Texts: L. Anceschi, *Le poetiche del Novecento in Italia*. Venezia: Marsilio (1990); P. V. Mengaldo, *Poeti italiani del Novecento*. Milano: Mondadori (1978).

800 Independent Study Lebano

By permission only. (1 Unit)

DM 902 Research Paper Lebano

Lecture Series: Giovanni Cecchetti, Distinguished Professor Emeritus of Italian, University of California at Los Angeles.

1. "Theory and Practice of Translation"
2. "The Poetry of the Past and the Poetry of the Present"

The School in Italy

12, via Verdi
50122 Florence, ITALY
Tel. 011-39-55-24-57-90
Fax. 011-39-55-24-57-90

Director: Anna Barsanti.
Secretary: Patrizia Nesti

The school, or *Sede*, is located in the center of Florence, a block from the square of Santa Croce and a short walk from the University. Housing is not provided for students, but the school provides a list of apartments and families where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede*.

The Graduate Program

After successfully completing three courses (units), including a 600-level literature course, at the summer session on the Vermont campus, M.A. degree candidates begin the academic year with two year-long courses (from September to May) in language and literature at the *Sede*.

In November, after consultation with the director, students choose two University of Florence courses in the areas of art history, economics, ancient or modern history, political science, linguistics, theater studies, philology, archaeology, and literature. Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500-level, one language or linguistics course (unit) at the 600-level, two units in civilization, and three in literature courses.

Every graduate student must complete an independent research paper based in part on course work done during the year. Permission may be granted to write a paper on other topics under the supervision of a faculty member. The paper (35-40 pages in length) should demonstrate a high level of written control of the language as well as critical and analytical skills.

Courses

Following are the course descriptions for the language and literature courses that will be taught at the *Sede* during the 1993-94 academic year. Please note that all courses are tentative and are subject to change.

Language Analysis and Practice

Within the context of Italian's historical evolution and modern literary practice, students will advance their understanding and use of Italian syntax and levels of style. We will begin with a consideration of how Italian and other romance languages evolved from Latin, the development of the *volgare* and the preeminence of Florentine in the late Middle Ages, the influence of dialects, and the development of modern standard Italian from 1861 to the present. We will discuss the style of three important narrative works of the 19th and 20th centuries to determine modern usage and style, and will practice both style and syntax through weekly written assignments. (2 Units)

Goldoni and the 18th Century

Carlo Goldoni's *Memoirs* and his theatrical works will provide the focus for an examination of the literary, historical, and social environment of the eighteenth century. Literary influences to be discussed will include the *Commedia dell'Arte* and the Metastasian melodrama; philosophical and religious issues will include problems posed through the *Riforma* and the subsequent reaction of the Enlightenment. In addition to Goldoni's works, we will examine selected works of the century's literary protagonists (Metastasio, Parini, Alfieri) and excerpts from autobiographical works and memoirs (Vico, Gozzi, Alfieri, Da Ponte). (2 Units)

The Junior Program

Middlebury's Junior Program in Florence presupposes the student's general academic competence and sufficient competence in written and spoken Italian. Our program emphasizes high acquisition of oral skill and intellectual development through a curriculum of linguistic, literary, and cultural study done exclusively in Italian. Students of sufficient linguistic ability in Italian and of all academic specializations who will have junior standing may apply.

To be eligible for enrollment, students need to have achieved a B- overall academic average. They also need to have completed five semesters of college-level Italian with an average of B. For students who do not have adequate preparation, we may require or strongly recommend that they attend the summer immersion session in Vermont, successfully completing IT 261-262-263 or Level III courses with a minimum grade of B.

Due to the demanding nature of our own summer immersion program and the difficulty of finding equivalent programs in the United States and Italy, we discourage alternative preparation for the School in Italy. The final decision to waive participation in the summer program rests with the Dean of the Italian School.

We urge all students to check with their home institutions about transfer of credit for fulfillment of major, minor, or distribution requirements through credits earned through any Middlebury Program.

There is a full-year or single-semester option available to undergraduates. At the *Sede*, first-semester courses run from September to December and second-semester courses run from January to May.

After a free week for establishing living arrangements, students begin the academic year, Fall or Spring term. Fall term and Spring term students enroll for four courses at the *Sede* only.

Along with courses at the *Sede* open to term students, the Middlebury Program offers to full-year juniors the distinctive opportunity to enroll for electives at the University of Florence. In September, full-year juniors enroll in language, literature, and civilization courses at the *Sede*. In November, full-year juniors will be expected to choose at least one elective course at the University of Florence, to complete their course load. Courses at the University of Florence run on a slightly different schedule than those at the *Sede*, from November to approximately mid- to late June at the University of Florence.

Enrollment at the University offers a special opportunity for maximal intellectual and linguistic growth. Thoroughly experienced in advising students, the Director will guide students toward courses most appropriate to their intellectual, linguistic, and curricular interests.

By special arrangement, courses in studio art are available to qualified students. Special permission is required.

The deadline for application to the junior program in Florence is March 1 for the fall semester, full year and spring semester.

Courses

The following courses will be offered at the *Sede* in 1993-94. Please note that all courses are tentative and are subject to change.

Language

Advanced Language Practice I *(Fall)*

The course is structured to meet the needs of undergraduates who have completed the equivalent of five semesters of Italian to achieve greater control and consistency in the use of more difficult structures, such as the subjunctive, and subordination in general. Regular written assignments based on readings for the course are intended to give students opportunity for practice in a less structured format. Reading assignments are also intended to provide a context as well as a content for the study of grammar. A variety of classroom techniques are intended to appeal to different tastes and needs. (1 Unit)

Advanced Language Practice II *(Spring)*

The principal goal of the course is to improve writing skills. To this end, we will focus our attention on morphology, syntax, and stylistics, with the aim of generalizing and systematizing knowledge to arrive at a logical control of written expression and greater syntactic-textual competence as authors and readers. Listening comprehension and reading assessment will serve as a stimulus to approach the content and form of a variety of texts, and to improve oral skills, both in the correct use of grammar and in understanding fine nuances of meaning. (1 Unit)

Literature

Aspects of 19th and 20th Century Italian Literature *(Fall)*

In this course, we will investigate the development of Italian literature from the end of the 19th century into the 20th century. Beginning with narrative literature of the *veristi*, still rooted in the 19th century, we will then focus on the novels of Pirandello and Svevo and the "crisis" of literary genres. In the second half of the course, we will examine poetry, tracing its development from the *decadentismo* of Pascoli and D'Annunzio, through the experience of the *crepuscolari* and the futurists, to the diverse results achieved by such 20th century poets as Saba, Ungaretti, and Montale. (1 Unit)

Survey of Medieval and Early Renaissance Italian Literature *(Spring)*

A survey of Italian literature from its origin in vernacular poetry to the triumph of Humanism. After examining the *forma mentis* of the Middle Ages and the development and innovation of Italian poetry from its Provençal models, the course will focus on major authors and themes up to the age of Lorenzo de' Medici. Our study will conclude with a consideration of the lyric and the treatise in the *Cinquecento*. Authors include Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Poliziano, Boiardo, Bembo, and Machiavelli. (1 Unit)

History

Contemporary Italian History *(Fall)*

After an introduction to the historical and geographical characteristics of the Italian peninsula, we will outline its historical evolution from the beginning of the 19th century. The course will focus on the period from 1848 to 1945, and will also examine events that have marked Italian history from 1945 to the present. Emphasis will be given to the problems pertaining to the creation of the Kingdom of Italy, and to the birth, development, and aftermath of the Fascist movement. (1 Unit)

Florence and the Birth of Modern Civilization *(Spring)*

An historical examination of the birth and modern development of Italian art and literature, with emphasis on Florence. The course will consider the divisions within the Mediterranean area, the spread of Islamic culture and power, the rebirth of commerce and of the cities, the communal movement and its transformation into *Signoria*. (1 Unit)

Art History

Art in Florence in the 15th Century *(Fall)*

The course proposes to study the advent and development of the early Renaissance in Florence. Painting, sculpture, and architecture will be studied in their historical and social contexts, the work of art being understood not only as an individual expression but also as a faceted mirror of the culture and society in which it was produced. After a brief introduction to the history of art which precedes the period to be examined, the course will concentrate on the prominent facts of the *Quattrocento*, from the rise of the Medici dynasty to its decline at the time of Savonarola. Along with Brunelleschi, Donatello and Masaccio, the protagonists of the early Renaissance, the return to Classicism and the new discovery of mathematical perspective will be subjects of our investigation. We will examine artists such as Ghiberti, Beato Angelico and those of the generation of Filippo Lippi and conclude with Botticelli and the workshop of Verrocchio, master of Leonardo da Vinci. (1 Unit)

Introduction to High Renaissance and Mannerism *(Spring)*

After an introduction concerning the cultural and artistic scene in Florence at the end of the *Quattrocento*, the Court of Lorenzo il Magnifico and Verrocchio's workshop (Botticelli, Perugino and Leonardo), the course will first examine the genesis of the High Renaissance Classical Style and its coming of age in Florence and Rome in the works of Leonardo, Michelangelo, Raffaello and others such as Fra' Bartolomeo and Andrea del Sarto.

A detailed analysis of the art during the first two decades of the 16th century will lead to the identification of the first signs of the mannerist style which will later become evident in the works of Pontormo and Rosso. Attention will be given to some specific topics of the period 1540-1570 which was characterized by the triumph of courtly art, seen in such manifestations as commemorative decoration of public buildings, garden landscaping and architecture, and state portraiture, etc. (1 Unit)

Cinema

Introduction to Italian Cinema *(Fall)*

A study of ten films to illustrate the development of Italian cinema from the Fascist period to neorealism, to the golden age of Italy's economic miracle, through the upheaval of the late sixties *(il sessantotto)*. The course will also examine the latest trends in drama and comedy of the eighties. (1 Unit)

Cinema - TBA *(Spring)*

All courses at the university are year-long courses lasting from November to June. From two to eight courses in each of the following subject areas are regularly offered at the University of Florence:

Italian Literature
Philology
Linguistics
History of the Italian Language
Archaeology and History of Greek and Roman Art
Art History
Medieval History
Modern History
Contemporary History
History of the *Risorgimento*
History of the Theater

For more information and an application, please contact:
The School in Italy
Middlebury College
Middlebury, Vermont 05753-6131
802/388-3711, Ext. 5543

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

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Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Italian School
Middlebury, VT 05753 - 6131

Русская школа

Middlebury College

Summer 1993 • Academic Year Abroad 1993-94

The Russian School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5533

Summer 1993

Nine-Week Session
June 11 - August 13
Total Fees - $5,055
(Tuition $3,335; Board $1,225; Room $495)

Six-Week Graduate Session
June 28 - August 13
Total: $3,760
(Tuition $2,500; Board $900; Room $360)

Academic Year 1993-94

The School in Russia
Graduate and Undergraduate Programs
Fees: Full year - $15,400; Semester - $10,350*

**The comprehensive fee for Russia includes tuition, room, excursions, and round-trip air fare between New York City and Moscow.*

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Letter from the Director

For over four decades the Russian School at Middlebury College has provided its undergraduate and graduate students with the opportunity to study Russian language, literature, and civilization in the culturally diverse and intellectually challenging conditions of its "total immersion" program. Today, perhaps more than ever before, it is important that we take stock of the extraordinary and often puzzling changes occurring in the former Soviet Union. Yet only competence in the language can foster the type of real cultural and historical understanding that will allow us to assess and evaluate recent events properly.

The Russian School creates a cultural context and learning environment that enhances linguistic proficiency and cross-cultural awareness. Classes are conducted by native and near-native instructors from the United States, Canada, and the former Soviet Union. Recent years have witnessed the growing application of authentic materials that contribute to the active usage of language as primarily a means of communication. Of special importance are the less formal extracurricular activities such as films, lectures, concerts, and plays. Finally, over the years the students' pledge to speak only Russian for the duration of the session has been the mainstay of the School's tradition of excellence.

I invite you to join other students, as well as teachers, diplomats, and journalists from here and abroad, who will be taking full advantage of the School's rich and varied curriculum. This summer's program will include courses devoted to the study of language, linguistics, ethnicity, literature, business, economics, theater, political science and art history. It will be an educational experience difficult or indeed impossible to match anywhere else.

Добро пожаловать!

Alexander Woronzoff-Dashkoff
Director

Languages at Middlebury

Each summer since the founding of the German School in 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions.*

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

Curriculum

During the summer, graduate and undergraduate courses are offered in Russian on the Vermont campus, and during the academic year, a course of study is offered at the Middlebury School in Russia. All programs of study emphasize both the development of language skills and the understanding of other cultures. All instruction, from beginning courses through advanced levels, takes place in Russian.

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill, and laboratory, in addition to other homework. Because English is not allowed, it can also be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Beginning, Intermediate and Advanced-Intermediate Courses: Levels 100-300 in the nine-week session are equivalent to one full year of study. These courses meet four hours per day with several hours of additional oral and written preparation required.

Advanced Undergraduate Courses: Level 400 is comprised of advanced undergraduate courses which meet four hours per day during the six-week session.

Graduate Courses: Levels 501-900 include a large number of courses in Russian language, literature, linguistics, culture and language pedagogy. Art and music courses are also frequently offered. A normal graduate load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration. Some students may be required to take courses at a lower level before beginning a full load of graduate work.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

The M.A. degree program in Russian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of two summers in Vermont and an academic year in Moscow. It is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The program of study for M.A. candidates is individually planned in consultation with the director and/or dean. Candidates are expected to take a balanced program including at least two courses in each of the three areas of 1) civilization, 2) language and linguistics, and 3) literature. In addition, M.A. candidates must take one seminar course on the Middlebury campus.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; two graduate courses in a second language (French, German, Italian or Spanish); comprehensive examination in Russian; proof of successful teaching experience; a dissertation and its oral defense.

The M.A. in Russian is a prerequisite for entrance to the D.M.L. program. All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Russian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six week graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Academic Policies

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The nine-week session (levels 100-300) normally carries a total of four units (twelve semester hours) of credit. The advanced undergraduate course (level 400) is offered in the *six-week* session and awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken *after* successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury M.M.L. or D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $875 (tuition $500; room and board $375).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate academic year programs abroad. Aid for the summer is in the form of grant and/or work. Loans may also be available to students enrolled in a Middlebury College degree program. Aid for the academic year abroad is in the form of grant and loan. (Please note: Financial aid for study abroad is not avaliable to undergraduates from other institutions. Consult the financial aid office at your home institution.)

Financial aid is offered on the basis of financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid Application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents as listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. Aid decisions for students going abroad are made at the same time as those for students in the summer session; we will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

The only cost for the academic year that is payable to Middlebury College is tuition. In cases where financial aid exceeds tuition and will be used to cover a portion of living expenses, the balance of aid will be sent to you abroad, in care of the director of your school. Federal regulations state that enrollment must be verified before funds can be disbursed. Therefore, you should plan to have money available to cover travel, books, and the first month of living expenses abroad. Your refund will be sent to you in two disbursements: the first one after fall registration, and the second one at the beginning of the second semester. Students receiving financial aid to go abroad will receive information from the Office of Financial Aid during the summer detailing the logistics of the academic year aid package; individual appointments may also be made.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a language school application, call the Russian School.

Scholarships

The following endowed and named scholarships honor friends or faculty of the Russian School: the Berthe O. Normano Scholarship Fund; the Peter Odabashian Memorial Scholarship Fund; the Anastasia Feodorova Pressman Memorial Scholarship Fund; the Robin Royle Memorial Scholarship Fund.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad.

Candidates for financial aid need not apply for a specific grant. Everyone applying for financial aid will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students are required to pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1993 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of two summers in Vermont and an academic year in Russia. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

The Russian School considers applications on a rolling basis. Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Russian School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753-6131
802/388-3711, ext. 5533

Administration

Director: ALEXANDER WORONZOFF-DASHKOFF. Associate Professor of Russian, Smith College. Ph.D., University of Southern California.

Dean: THOMAS R. BEYER, JR. C. V. Starr Professor and Chair of Russian, Middlebury College. Ph.D., University of Kansas.

Faculty

ALLA AKISHINA. Professor of Russian, Moscow Pushkin Institute of Russian Language. Ph.D., Moscow International University.

ALEXANDRA BAKER. Instructor of Russian, Middlebury College. M.A. in Russian, Indiana University. M.A. in German, Middlebury College.

KSANA BLANK. Ph.D. candidate, Columbia University.

SOPHIA BOGATYREVA. Author and critic of children's literature.

NIKOLAI S. BORISOV. Associate Professor of History, Moscow State University. Ph.D., Moscow State University.

BORIS BRIKER. Assistant Professor of Russian. Rutgers University. Ph.D., University of Alberta.

LINDA BRUCE. Instructor and Russian Language Program Coordinator, University of Southern California. M.A., University of Southern California.

ROBERT CHANNON. Associate Professor of Slavic Languages, Purdue University. Ph.D., Harvard University.

SERGEJ DAVYDOV. Professor of Russian, Middlebury College. Ph.D., Yale University.

JOSEPH H. DENNY. Assistant Professor of Russian, University of Cincinnati. Ph.D., University of Michigan.

HERMAN ERMOLAEV. Professor of Russian and Soviet Literatures, Princeton University. Ph.D., University of California, Berkeley.

HILARY FINK. M.A., Columbia University. Ph.D. candidate, Columbia University.

ALBERT GROTTEL. Assistant Professor of Foreign Languages and Music, St. Cloud University. Ph.D. equivalent, Leningrad Conservatory.

VIRGINIA A. JAVUREK. M.A. in Russian, Middlebury College.

ALEXIS KLIMOFF. Professor of Russian, Vassar College. Ph.D., Yale University.

MICHAEL KREPS. Associate Professor of Slavic and Eastern Languages, Boston College. Ph.D., University of California, Berkeley.

TERRY KRUGMAN. Teacher of Russian, Dekalb County Schools. M.A., Middlebury College; M.A., Indiana University.

ALLA MATVEEVA. Visiting Assistant Professor, Ohio State University. M.A. equivalent, Moscow State University.

VLADIMIR D. MILOVIDOV. Research Fellow, Institute of World Economy and International Relations. Ph.D.

KAREN L. MYERS. Ph.D. candidate, University of Southern California.

GEMILIA OSTROVSKY. Instructor, Moratina Conservatory W.Y. M.A., Moscow Institute of Theater Arts.

LIDIA PACIRA. Associate Professor of Russian, Hobart and William Smith Colleges. Ph.D., Michigan State University.

MIKHAIL PALATNIK. Lecturer, Washington University. M.A. in Comparative Literature, Washington University. M.A. equivalent, University of Chernovtsy.

ERIC PERVUKHIN. M.A. equivalent, Moscow Pedagogical Institute. M.F.A., University of Illinois.

NATALIA PERVUKHIN. Assistant Professor of Russian, University of Illinois. Ph.D., Bryn Mawr.

MARIA POLINSKY. Assistant Professor of Slavic and Linguistics, University of Southern California. Ph.D., Institute of Linguistics, Academy of Sciences of the USSR.

ANDREI PUNIN. Professor of Architecture and Director of the International Charitable Foundation for the Renaissance of Petersburg.

LARISA RATNIKOVA. Lecturer in Russian, University of Pennsylvania.

JOANNA ROBIN. Lecturer in Russian, George Washington University. Ph.D., Georgetown University.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Queens College, CUNY, Adjunct Associate Professor of Anthropology, Columbia University. Ph.D. equivalent, U.S.S.R. Academy of Sciences, Miklukho Maklai Institute of Ethnography.

MAKSIM SHRAYER. Ph.D. candidate, Yale University.

ANATOLY VISHEVSKY. Assistant Professor of Russian, Washington University. Ph.D., University of Kansas.

VLADIMIR VOINOVICH, Writer.

VLADIMIR VOROPANOV. Director of the Vologda Regional Art Museum. Ph.D.

GREGORI ZISKIN. Theater, film, and television director. Ph.D. candidate, McGill University. M.A. equivalent, Shchukin Theatrical Institute in Moscow. M.A., McGill University.

Administrative Staff

NINA CROW DAYTON. Assistant.

JUDITH OLINICK. Assistant

1993 Program of Studies

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All summer programs are *intensive*.

Beginning, intermediate, and advanced intermediate level courses are offered in the nine-week session. Advanced undergraduate (400 level) and graduate courses are offered in the six-week session.

*Intensive Language Courses**

RU 101-102 Beginning Russian

Robin and Staff

This course develops all four skills (listening, speaking, reading, and writing) and provides a firm foundation for understanding Russian word formation. Almost all major points of grammar are covered. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 units)

RU 110 - 210 Advanced Basic Russian

Myers and Staff

During the first half of this course, all major points of grammar are studied thoroughly. The second half of the session expands the student's understanding of more sophisticated grammar points including verbal government and prepositions. Special attention is paid to developing listening comprehension and speaking skills through the use of video. Selections from Russian literature and the Russian press are read and discussed. An average of five to eight hours daily is expected to be spent on preparation for classwork, including work in the language and video laboratories. (4 units)

RU 201-202 Intermediate Russian (Second Year)

Bruce and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to verbs of motion and to the reading of contemporary texts. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

* *Courses offered in the nine-week session.*

RU 301-302 Advanced Intermediate Russian (Third-Year)

Palatnik and Staff

This course includes an extensive review of grammar with work on phonetics and intonation. It treats at greater length some points, such as participles and verbal adverbs, that may have been presented only in a rudimentary way in *Intermediate Russian*. There will also be in introduction to reading original literature and Rusian newspapers. The main emphasis is on contemporary conversational Russian. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

Advanced Undergraduate Courses*

RU 405, 413, 462 Advanced Russian

Baker, Briker, Pacira, E. Pervukhin, N. Pervukhin

This core program will consist of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Soviet Literature and Culture* (1 hour daily). The program is designed to further develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. Daily work outside the class will consist of extensive reading and writing and require four to six hours. (3 Units)

* *These courses are offered in the six-week session for undergraduate credit. Graduate credit is offered* ***only*** *for courses at the 500 level and above.*

RU 415 Practical Phonetics and Diction

Channon

This course focuses on the basis for the study of Russian speech sounds and on practical work directed toward improving the participants' Russian pronunciation, combined with contrastive Russian and (American) English phonetics. Some review of grammar is also included, as time permits. It would be useful to have a cassette recorder available. The course is designed for advanced level students who enroll in the nine-week session. (1 Unit)

Graduate Courses

I. Civilization

RU 635 Children's Literature

Bogatyreva

A survey of Russian literature for children. Topics to be discussed: genre, poetics, theory, educational function and translation. (1 unit)

RU 643 Rituals and Holidays in Russia

Sadomskaya

This course will examine contemporary rituals and holidays. Comparing them to pre-revolutionary customs, it will illustrate the cultural change that has taken place in the country since the early decades of this century. Three major areas of ritual life will be studied: the calendrical cycle, family rites of passage and state festivities. Readings will include the publications of Soviet folklorists and ethnographers, as well as Western anthropoligical and sociological literature.
(1 unit)

RU 626 Russian Art from Realism to Symbolism

Voropanov

History of Russian art from the second half of the 19th century to the beginning of the 20th, focusing on architecture, sculpture, painting, drawing, the decorative arts and other topics. Artists to be considered include Perov, Kramskoi, Repin, Surikov, Vrubel and Serov. Lectures, discussions, slides. (1 unit)

RU 649 Historical Traditions of the Russian State

Borisov

Transformation of the Russian state from the 10th to the 20th century. Attention is given to its main goals in the areas of foreign and domestic policy and to the development of its ideological doctrines. Lectures and discussions. (1 unit)

RU 722 Economics of Contemporary Russia: People, Traditions, Innovations

Milovidov

Topics include: the roots of economic innovation, traditional Russian economic behavior, recent reforms, Russia's economic future, the motivation of companies and consumers in a post-communist, market-oriented society. The course will also present practical exercises on basic economic principles, the new Russian economic language and advice on how to work and do business in Russia. Readings will be taken from supplemental materials and Russian periodicals. (1 unit)

II. Language and Linguistics

RU 502 Advanced Practical Work in Russian

Matveeva

This course will focus systematically on areas of Russian grammar that present the advanced student with special problems: word order, verbal aspects, indefinite pronouns, verbs of motion, etc. Examples will be taken from literary texts as well as from the students' own work. (1 unit)

RU 503 Advanced Oral Self-Expression

Vishevsky

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political, and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 615 Methodology of Teaching Russian

Akishina

Lectures, discussion and practical work in the methods of teaching Russian. Topics include: development of reading, writing, listening comprehension and oral proficiency; analysis of Russian for teaching purposes (phonetics, grammar, etc.); testing and materials design; theory and goals of current methodology; acquisition of a professional linguistic level. Oral presentation and examinations. (1 Unit)

RU 613 Structural Analysis of Russian

Channon

This course presents concepts and methods of linguistic analysis of language and language change, with application to the analysis of the grammatical structure of Modern Standard Russian in particular. Special

attention will also be given to Russian phonology. The material covered will provide teachers or future teachers of Russian with an understanding of how to teach Russian phonetics to Americans. The course supplies the necessary background for more advanced courses in Russian linguistics such as RU712 and RU713. No prior knowledge of linguistics is assumed. Mid-term and final examinations. (1 unit)

RU 712 History of the Russian Language

Channon

This course will treat the origin of the Russian language and its place among the other Indo-European and Slavic languages, aspects of the historical development of Modern Russian from its Common Slavic roots with particular attention to the Old Russian stage, the influence of Church Slavonic and other languages on the shaping of Modern Russian, and the historical explanation of various phenomena of Modern Russian. Selected texts illustrating the historical development at various stages along the way will be examined. The course presupposes a basic knowledge of general linguistic concepts and terminology, and familiarity with the phonology of modern Russian, such as that provided in Russian 613. Mid-term and final examinations. (1 Unit)

In 1992 the Russian School, with support from Middlebury's Center for Russian, Eurasian and East European Studies, sponsored a forum on Russian literature featuring (clockwise from top left) Bulat Okudzhava, Fazil Iskander, Viacheslav Ivanov, and Andrei Bitov.

III. Literature

RU 560 Readings in Russian Literature

Klimoff

The evolution of Russian poetry and prose will be documented by a close reading and discussion of texts ranging from the late 18th century to the present day.

The aim of this course is to provide the basic tools for analysis and interpretation. Lectures, discussions, oral reports, final paper. (1 unit)

RU 682 Pushkin

Davydov

A study of the life and art of Pushkin and his place within the classical and modern literary traditions. Close reading and analysis of Pushkin's lyrics, epics, dramatic works and prose. Lectures, discussions, oral reports, final paper or examination. (1 unit)

RU 677 Women in Russian Literature

Kreps

The aim of this course is to analyze the manner in which women were represented in 19th and 20th century literary texts, as well as to understand the attitudes and idiosyncrasies of major Russian writers *vis-à-vis* problems of family life, education, love, marriage and the role of women in society. Readings will include poems, plays, short stories and excerpts from novels by such writers as Pushkin, Nekrasov, Turgenev, Ostrovsky, Tolstoy, Dostoevsky, Zamiatin, Bulgakov, Bunin, Akhmatova, Tsvetaeva and others. Lectures, discussions, one paper, final exam. (1 unit)

RU 788 Solzhenitsyn

Ermolaev

Intensive inquiry into Solzhenitsyn's art and philosophy. Reading and analysis of *One Day in the Life of Ivan Denisovich, An Incident at Krechtetovka (Kochetovka) Station, Tiny Stories (Krokhotki), Cancer Ward, Nobel Lecture, A World Split Apart (Harvard Address), Rebuilding Russia.* Lectures, class discussions and oral reports. Final Examination. (1 unit)

IV. Seminar

RU 888 Seminar

Any 700 level course and an additional seminar paper. (This course satisfies the seminar requirement for M.A. candidates.) (1 unit)

The School in Russia

Since September, 1991, the Middlebury School in Russia has been located at Moscow University. It offers a one-semester program for undergraduate students and an academic year program for graduate students. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the program.

We believe that study abroad can form an important complement to study in the United States. Indeed, it often provides the occasion for students to profit from a richness of experience and to achieve a level of linguistic maturity not easily attainable in the familiar surroundings of home. Students are expected to maintain the spirit of the Middlebury language pledge while they are in Russia.

Travel arrangements are made by the Middlebury Language Schools and students travel in a group from New York City to Moscow. The comprehensive fee includes tuition and room, round trip travel between New York City and Moscow, and excursions in Russia.

Program of Studies

Undergraduates take three courses, one each in conversation, composition, and culture/civilization at Moscow University. These small group classes are graded numerically and converted to letter grades. Students also take one course of their choice along with Russian students. They may select this course from the university curriculum, and it is graded on a pass/fail basis.

Undergraduates receive four units of credit, the equivalent of a semester at Middlebury, for the semester. They live at the main building of the university on Lenin Hills.

Graduate students take six courses, three each semester, chosen from the offerings of Moscow University. Graduate students receive six units of graduate credit with the numerical grades converted to Middlebury's letter equivalents. Graduate students are also housed in the main building of the university.

While preference is given to Middlebury College undergraduates, students from other institutions are accepted into the undergraduate program when space permits. Undergraduates must have completed coursework at the third-year level or higher on the Middlebury campus. Graduate students must have completed the 400 level or above at Middlebury to be eligible for the program.

Application and Admission

All graduate students must complete a summer of study on the Vermont campus before going to Moscow. Students who wish to apply should request application materials from the Russian School, Middlebury College, telephone: 802/388-3711, ext. 5532. Upon acceptance to the summer program, they will receive additional information about the Middlebury School in Russia. Please note: Auditors are not permitted.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Russian School
Middlebury, VT 05753 - 6131

Non-Profit Organization
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Middlebury College

中文學校

Middlebury College

Summer 1993

The Chinese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5520

Summer 1993
Nine-Week Session
June 11- August 13
Total Fees - $5,055
(Tuition $3,335; Board - $1,225; Room - $495)

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Languages at Middlebury

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

Curriculum

The Chinese School offers a nine-week intensive program each summer with courses in modern Mandarin Chinese at the beginning, intermediate and two different advanced levels, and one course in beginning classical Chinese.* These courses are designed to help learners develop and improve their listening, speaking, reading and writing skills. The curriculum at all levels also aims at helping learners acquire and expand their knowledge of Chinese culture.

In the context of complete immersion in an intensive Chinese language environment, students will have ample opportunities to learn how to communicate in both spoken and written Chinese. Instructional materials will expose students to texts prepared in both traditional and simplified characters and to a variety of vocabulary and usage current in both mainland China and Taiwan. Language learning activities, to be conducted both in and outside of class, include various types of drills and simulations of real life situations requiring the use of spoken and written Chinese. These exercises, which emphasize the development of good language learning strategies, also seek to help students become more resourceful learners and successful users of Mandarin Chinese in linguistically and culturally appropriate ways.

Soon after arriving on campus and before classes begin, students (other than beginners) will take tests which will assess their listening, speaking, reading and writing proficiency. Each student's performance on these assessments will be evaluated to determine the most appropriate level at which the student will be placed in the program. The results of these initial assessments will also serve as a baseline against which to measure how much each student has improved at the end of the session when the same tests are administered again and the results compared.

The faculty-student ratio in the Chinese school is approximately one to five. The faculty is recruited on the basis of excellence in teaching Chinese as a second language. Most faculty members grew up in China or in Taiwan, with one or two accomplished learners of Chinese as a second language on the faculty in most years. Virtually all the teachers live in the same Chinese language dormitory as the students and take their meals together with them in a Chinese language dining hall, thus the faculty and Chinese-speaking staff interact with the students in Chinese on a daily basis *including weekends*.

Students should anticipate devoting a great deal of time to study and practice in addition to their scheduled four hours of classes Monday through Friday. They will also participate in extracurricular activities such as films and lectures on some evenings and weekends. It is not advisable for students to plan to spend weekends away from Middlebury, nor to have any other obligations during the nine-week session.

** The classical Chinese course, CS501-502, is intended for students who have already studied Mandarin through the third year level.*

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours.

The nine-week program in Chinese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

All financial aid at Middlebury is based on financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid. Please note that the application for admission is a separate process from the application for financial aid.

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Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, contact the language school to which you are applying.

Scholarships

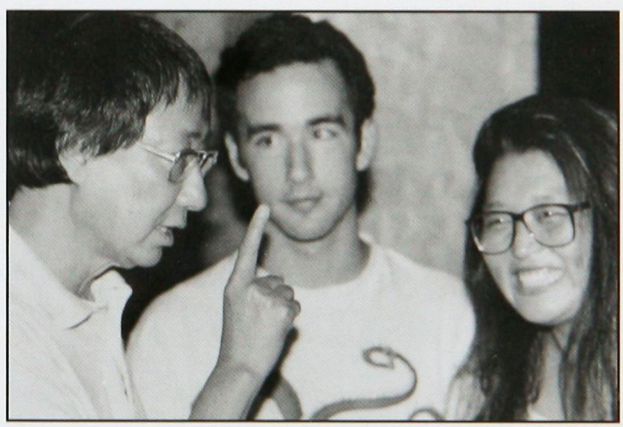
Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

The T. T. Ch'en Scholarship, established in 1984, is awarded annually.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Awards

The *Helen T. Lin Award*, established in 1986, is presented annually to an outstanding student in the Chinese School.



Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Chinese School accepts applications on a rolling basis until March 15. We encourage students to apply early. Applications received after March 15 will be considered only if space is available. Applicants must be high school graduates. They may apply for admission for a single summer with the understanding that placement into the most suitable level will be made not only on the basis of previous study and academic credits earned, but also after taking into full consideration the results of their listening, speaking, reading and writing assessments here at Middlebury College.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Chinese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration

Director: T. RICHARD CHI. Associate Professor of Chinese, University of Utah. Ph.D., University of California at Los Angeles.

Dean: JOHN BERNINGHAUSEN. Professor of Chinese, Middlebury College. Ph.D., Stanford University.

Lead Instructors:

CHUANREN KE (CS101-102, Beginning Chinese). Lecturer in Chinese, University of Oregon. Ph.D., Indiana University.

T. RICHARD CHI (CS201-202, Intermediate Chinese). Director, Chinese School, Middlebury College. Ph.D., University of California at Los Angeles.

JIANHUA BAI (CS301-302, Advanced Chinese I). Assistant Professor of Chinese, Kenyon College. Ph.D., University of Pittsburgh.

KAI LI (CS401-402, Advanced Chinese II). Visiting Scholar in Chinese, Dartmouth College. B.A., Beijing Normal University.

GREGORY CHIANG. (CS 501-502, Classical Chinese). Lecturer in Chinese, Middlebury College. M.A., University of Vermont.

Administrative Staff:

JANIS GREENE. Assistant.

Program of Studies

CS101-102 Beginning Chinese
This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese so as to handle simple tasks such as discussing daily routines, asking for and giving simple directions, shopping, talking on the phone, reading and writing notes and letters.

Activities designed for the course include intensive drills on sounds and tones, vocabulary, grammatical constructions, and traditional and simplified characters in meaningful contexts. There is extensive practice in using Chinese in culturally authentic situations. Both pedagogically prepared texts and authentic materials including a wide variety of realia will be used in this course.

Required texts: T.R. Chi, *Beginning Mandarin Chinese, Beginning Mandarin Chinese — Exercises and Activities*, and supplementary reading materials.

Recommended Dictionary: *Concise English-Chinese Chinese-English Dictionary*, Commercial Press.

CS 201-202 Intermediate Chinese
This course is designed for students who have successfully completed a rigorous one-year college course in spoken and written Mandarin Chinese, or its equivalent. While many of the linguistic tasks students will learn to handle are similar to those of CS 101-102, the level of language required to carry out these tasks is more advanced. In this course, students will be required to comprehend and produce paragraph-level Chinese.

Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics. This course is conducted in Mandarin Chinese.

Required texts: T.R. Chi, *Intermediate Mandarin Chinese, Intermediate Mandarin Chinese — Exercises and Activities*; Chih-p'ing Chou and Der-lin Chao, *Intermediate Reader of Modern Chinese*, Princeton University; *Study Manual for the Movie Da Qiao Xia Mian [Under the Bridge].*

Recommended Dictionaries: Liang Shih-ch'iu, *A New Practical Chinese-English Dictionary*, The Far Eastern Book Company, Taipei; *A New English-Chinese Dictionary*, Joint Publishing Company, Hong Kong.

CS 301-302 Advanced Chinese I
Designed for students who have completed two years of college-level training in Chinese, this course aims at helping students solidify their ability to comprehend and produce paragraph-level Chinese. It seeks to enable students to understand face-to-face conversations on most familiar topics, give factual accounts, read materials written in formal *shumianyu* Chinese and write simple essays, reports and all types of correspondence.

Students will study the linguistic and stylistic characteristics of *shumianyu* and develop reading strategies to comprehend materials composed in formal written Chinese. The course offers intensive training in reading newspaper reports and listening to radio and TV broadcasts prepared in *shumianyu*. Authentic materials will be used exclusively in this course. The course is conducted entirely in Mandarin Chinese.

Required texts: S. Mickel, *How to Read Chinese Newspapers: Strategy and Tactics;* Chih-p'ing Chou, Joanne Yang Chiang and Der-lin Chao, *Advanced Reader of Modern Chinese*, Chinese Linguistics Project, Princeton University; Workbook for TV news broadcasts.

Recommended Dictionaries: Liang Shih-ch'iu, *A New Practical Chinese-English Dictionary; A New English-Chinese Dictionary*, Joint Publishing Company, Hong Kong; *Chinese-English Glossary of Current Affairs Words and Phrases*, Commercial Press, Peking.

CS 401-402 Advanced Chinese II
This course is designed to help students comprehend and produce discourse-level Chinese characterized by factual as well as abstract elaboration on most familiar and some unfamiliar topics. Authentic materials are used exclusively, and the course is conducted in Mandarin Chinese. It is designed for students who have completed three years of training in all four skills.

In this course, students will read rigorously both literary and non-literary texts written in advanced *shumianyu* language on a wide range of topic areas related to current events, social sciences, history and literature. Elaborate discussions of the content of the reading materials will be conducted daily. A major emphasis is placed on the enhancement of writing skills.

Students will be required to write extensively in the expository style, and their written work will be corrected and discussed in individual sessions.

Required texts: Vivian Ling, *A Reader in Post-cultural Revolution Chinese Literature*, Chinese University of Hong Kong Press; Neal Robbins, *Contemporary Chinese Fiction: Four Short Stories*, Far Eastern Publications, Yale University; William A. Lyell, *Luxun Reader*, Far Eastern Publications, Yale University.

Recommended Dictionaries: *Xiandai Hanyu Cidian*, Commercial Press, Hong Kong; Liang Shih-ch'iu, *A New Practical Chinese-English Dictionary*, The Far East Book Company, Taipei.

CS 501-502 Classical Chinese
This course, conducted entirely in modern Mandarin, is an introduction to classical Chinese. It is designed for students with no previous training in the classical language but with a minimum of three years of training in modern Mandarin. While the focus of the course is on training students to read classical Chinese, the method of instruction serves simultaneously to enhance proficiency in the vernacular. This is achieved by comparing classical Chinese with modern Chinese in the areas of lexicon, syntax, semantics and cultural context. Materials to be covered in this course are selected from the vast store of classical texts, ranging from the Analects of Confucius to 19th century court documents. All lessons will be accompanied by audio tapes placed in the language laboratory.

Required Texts: *Four Books*, San-min Book Company, Taipei; *Readings from Classical Chinese Literature*, BLI; supplementary materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: Liang Shih-ch'iu, *A New Practical Chinese-English Dictionary*, The Far East Book Company, Taipei; *Xiandai Hanyu Cidian*, Commercial Press, Hong Kong; Tz'u *Hai*, Chung-hua Book Company, Taipei.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

MIDDLEBURY COLLEGE, a publication, is published by the Middlebury Publications Service, Middlebury, VT 05753-6121.

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The Chinese School
Middlebury, VT 05753 - 6131

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日本語学校

Middlebury College

Summer 1993

The Japanese School

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5520

Summer 1993
Nine-Week Session
June 11- August 13
Total Fees - $5,055
(Tuition $3,335; Board - $1,225; Room - $495)

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Languages at Middlebury

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extracurricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree in French, German, Italian, Russian or Spanish*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

The Language Schools are at the forefront of the language teaching profession. We make heavy use of video technology and place great emphasis on the teaching of culture, broadly defined. Graduate programs are offered in French, German, Italian, Russian and Spanish. Our Master of Modern Languages degree prepares teachers to teach two foreign languages or a foreign language and English. Our Doctor of Modern Language degree offers a combination of scholarly and practical training, and is conferred upon those who have demonstrated ability in research and teaching in two foreign languages. In addition, we hold, from time to time, workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

Curriculum

The Japanese School offers courses at four levels: elementary, second-year, advanced second-year, intermediate, and advanced Japanese. The elementary and second-year courses will focus on basic structure and skills in using the Japanese language. The courses will emphasize all four skills: speaking, listening, reading and writing. Grammar principles will be discussed in English for one hour a day, but all other instruction and practice will take place in Japanese. The intermediate and advanced levels will focus on the four skill areas, using authentic materials and a total immersion approach. Students will be required to read newspaper articles, short stories and essays, as well as watch modern TV programs and movies. All students will receive instruction in Japanese culture and take part in cultural activities. The faculty/student ratio is approximately one to five.

The basic goal of Middlebury's Japanese School is to prepare students to function well with native speakers of Japanese, and to feel comfortable with communicating in the Japanese language. The intensive language curriculum at each level generally corresponds to approximately one year of study in a typical college or university course. Students may enroll in courses in one language school only, and normally enroll in courses at one level only. Placement is determined by language proficiency rather than by length of previous study of the language.

A summer at the Language Schools is an intensive one by design. Students can expect to spend approximately four to six hours per day in class, drill and laboratory, in addition to other homework. Because English is not allowed, it can be strenuous and even stressful, particularly for students attending for the first time. All students should come rested and in good physical and mental shape.

Academic Policies

Credits

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours.

The nine-week program in Japanese normally carries a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Auditing Not Permitted

Auditing is not permitted in the Japanese School nor are students permitted to audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.)

All financial aid at Middlebury is based on financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid. Please note that the application for admission is a separate process from the application for financial aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE financial aid application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. The Financial Aid Office will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.
Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1993 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

The Japanese School accepts applicants on a rolling basis from January 1 to March 15. We encourage students to apply early. Only COMPLETED application packets will be considered by the Dean of the School. The Japanese School cannot guarantee to consider applications received after March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates by the time the School commences, and in most cases we strongly recommend that they have completed at least one year of college-level study.

The Japanese School grants admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on tests administered right before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the School.

Admission is for one summer and for one Language School only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For more information or an application, contact the Japanese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753 - 6131
(802) 388-3711, Ext. 5520

Administration and Faculty

Director: MASAKAZU WATABE, Chair, Department of Asian and Near Eastern Languages, Brigham Young University. Ph.D., University of Southern California.
Dean: NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

*Faculty (Professors in Charge)**

SHOJI AZUMA (First-Year and Second-Year Japanese). Assistant Professor, University of Utah. Ph.D., University of Texas.

MASAKAZU WATABE (Advanced Second-Year Japanese).

NOBUO OGAWA (Intermediate Japanese).

SCOTT MILLER (Advanced Japanese). Assistant Professor, Colgate University. Ph.D., Princeton University.

Administrative Staff

JANIS GREENE. Assistant.

* Other faculty to be appointed.

Course Offerings

JA 101-102 Elementary Japanese
Azuma, Ikeda and staff

This course covers the basic framework of the Japanese language: grammatical structures, vocabulary, *hiragana, katakana*, and some elementary *kanji*. It focuses on building a solid foundation in the structure of the Japanese language, and on developing conversational, reading and writing skills. Students will attend classes for four hours each day. There will be one hour of lecture in English to discuss the structure of the language and its culture; then the class will be divided into three small groups to participate in creative drills and communicative exercises with authentic situations and materials, and to begin reading elementary stories and writing sentences in Japanese. Because the course covers one year's worth of material in nine weeks, the program is extremely intensive and students should understand that the class will move quickly and require a great deal of memorization and practice. Daily work outside of class is expected to average between four and six hours.

At the end of the session, students should be able to conduct basic conversations in Japanese, write simple compositions, and read short pieces written within the vocabulary and grammatical limitations of first-year Japanese. Students may be able to attain a good command of basic Japanese and will likely have acquired important socio-cultural information which they can further develop as they go on to study at the second-year level. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part I and Part II*, Yale University Press. Other supplementary materials for reading, writing and conversation.

JA 199-200 Second-Year Japanese
Azuma, Uchida, Arizumi, Hayashi

This course is designed for students who have completed one year of relatively rigorous formal training (or its equivalent) in **both** spoken and written Japanese. It seeks to reinforce students' control of those major grammatical items that appear

in introductory texts, and to present more advanced grammatical and vocabulary items. Students will review the basic grammar introduced in first year Japanese through reading, writing, and other activities. More advanced grammatical points and vocabulary items will also be introduced to make the transition to intermediate Japanese easier and smoother. Students will attend class for four hours each day: one hour of lecture in English and three hours working in small groups on creative pattern drills and communicative exercises with authentic situations and materials. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, and have the basic skills that would be required to live in Japan: making requests, making phone calls, reporting events, making reservations, asking for permission, etc. Students will improve their abilities to understand and produce original sentences with relative ease in various situations, and will be able to read authentic stories and articles in Japanese. They will also learn the basics of *kanji* and how they are put together to learn *kanji* more systematically. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II & III.* Other supplementary materials for reading, writing and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA201-202 Advanced Second-Year Japanese

Watabe, Tokashiki, Sadakane and staff

The Advanced Second-Year course is designed for students who have had at least one year of instruction at the College level or have lived in Japan for more than three months using the Japanese language. The students will review the basic structure in addition to going through rigorous drills and communicative exercises to internalize the grammar. They will also review the basics of *kanji* and the fundamental reading strategies to enhance their skills with the written language. They will be exposed to authentic stories and articles in order to enrich their cultural awareness of the Japanese people. Students will attend class for four hours each day: one hour of lecture in English and three hours working in small groups. Two hours of the work in small groups will be devoted to spoken and listening comprehension, and one hour to reading and writing. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, basic reading strategies, and basic skills to learn the language on their own in their own fields of interest. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The SpokenLanguage, Part III.* M. Watabe, *Toward Better Japanese, Part I and Part II.* Other supplementary materials for reading, writing and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 301-302 Intermediate Japanese

Ogawa, Sato and staff

Students taking *Intermediate Japanese* should have had at least two years of rigorous formal language training. A variety of authentic materials including essays, short stories, a movie script and newspaper articles will be used as texts. The course will be conducted entirely in Japanese. Students will attend class for four hours each day. Daily work outside of class is expected to average between four and six hours. Students will gradually learn most of the *joyo kanji*. Emphasis is on development of reading skills

and strategies, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will provide additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. They should also be able to carry on daily conversation with relative ease. (4 units)

Recommended materials: Kenkyusha, *New Japanese-English Dictionary*; Nelson, *The Modern Reader's Japanese-English Character Dictionary.*

JA 401-402 Advanced Japanese

Miller, Watabe and Staff

This course is designed for graduate and undergraduate students with advanced skills in spoken and written Japanese. The prerequisite is at least three or more years of rigorous formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as social science reading materials, newspapers, novels, and essays. Extensive use of video and audio tapes will aid in improving aural-oral skills. This course will be conducted entirely in Japanese and so it requires a high level of proficiency in all four language areas. In particular, however, the course will emphasize advances in writing ability. Students will produce four or five pragmatic writings which will be corrected and explicated in individual diagnostic sessions. Students will also be encouraged to help those at lower levels of study and to do as much collateral reading as possible in Japanese newspapers and magazines.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students attend class for four hours each day. Daily work outside the classroom requires an average of four to six hours. (4 units)

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

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Ph.D., Harvard University

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Middlebury, VT 05753 - 6131

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معهد اللغة العربية

Middlebury College

Summer 1993

The School of Arabic

Middlebury College
Middlebury, Vermont 05753-6131
(802) 388-3711, Ext. 5512

Summer 1993
Nine-Week Session
June 11- August 13
Total Fees - $5,055
(Tuition $3,335; Board - $1,225; Room - $495)

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Letter from the Director

Ahlan wa sahlan wa marHaban!

Since its inception in 1982, the School of Arabic at Middlebury College has had a tremendous impact on the teaching of Arabic in the United States. Middlebury has played a key role in emphasizing the teaching of oral skills, promoting new approaches to the teaching of Arabic, and developing instructional materials that reflect the latest trends in foreign language pedagogy. During the 1992 session, the school hosted a national symposium entitled "The Teaching of Arabic in the Nineties: Issues and Directions."

The School of Arabic is a recipient of a three-year grant from the National Endowment for the Humanities to develop a series of textbooks for the elementary, intermediate and advanced levels of instruction. During the past two years, the school has added a new advanced elementary level, experimented with new teaching materials and introduced colloquial classes for students at the high elementary and advanced levels.

Middlebury offers students a unique experience in the study of Arabic, both in the intensity of formal study and in the scope of exposure to the language outside the classroom. The language pledge that students take at the beginning of each summer enhances this exposure.

Since 1982, the school has attracted over 550 diligent and committed students from institutions of higher education both in the U.S. and abroad. The school takes great pride in its "graduates."

The faculty is also a source of pride for the School of Arabic. Its members come from some of the best Arabic programs in the nation and the Arab world. Their commitment and dedication to their work during the summer contribute greatly to the school's success. Both faculty and students are housed in College dormitories where many of the activities of the school take place. Individual attention and continuous contact with faculty at meals and through cutlural activities reinforce the learning of the language.

The Middlebury program is challenging and requires total commitment from students and faculty, a great deal of personal flexibility and the ability to adapt to a group lifestyle. It also requires a very positive attitude and a good sense of humor. Despite the rigorous nature of the program, however, at the end of the summer most students feel a very strong sense of achievement. I myself have enjoyed the Middlebury experience a number of times as a faculty member and as the director. As I anticipate the 1993 session, I foresee another successful summer at the School of Arabic and look forward to working with those of you who decide to become part of the Arabic experience at Middlebury.

Mahmoud Al-Batal
Director

Languages at Middlebury

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. We believe that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture.

Intensive summer language programs in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, as well as graduate programs and opportunities for study abroad in French, German, Italian, Russian and Spanish are described in the bulletins of the respective schools.

The Middlebury schools abroad in Florence, Madrid, Mainz, Moscow and Paris offer both junior year and graduate programs. Juniors from colleges and universities throughout the country join Middlebury College undergraduates for the junior year abroad, and transfer the credits they earn to their home institutions. Graduate students may complete an M.A. by studying abroad for one year in addition to one or two summers in Vermont.

Students who attend the summer session of Language Schools experience "total immersion" in the target language. They speak and hear only the language of study in classes, in dormitories, at meals, and in extra-curricular activities especially designed to promote cultural understanding and enhance proficiency. Small classes, an overall faculty/student ratio of one to six, and the presence of faculty in dormitories and dining halls contribute to an unusually supportive learning environment. At advanced levels, courses in art, culture, history, language, pedagogy, linguistics, literature, music and theater are an integral part of the curriculum.

At the Language Schools students can:

- *improve or refresh foreign language skills*
- *acquire proficiency in a new language*
- *earn an advanced degree*
- *prepare for study abroad*
- *discover new teaching technologies and methodologies*
- *earn language credits that are transferable to other institutions*

Students may enroll in courses in one language school only and normally enroll in courses at one level only. We determine placement by language proficiency rather than by length of previous study of the language.

The Language Schools are at the forefront of innovation in language teaching. Our language laboratory and computer center represent state-of-the-art technology. Our Doctor and Master of Modern Languages degrees prepare teachers to teach two foreign languages or a foreign language and English. In addition to our regular programs we hold workshops and institutes on topics such as teaching for proficiency and the new technologies.

During the academic year, Middlebury College offers a baccalaureate curriculum which is unusually rich in opportunities for language study. These opportunities include intense and varied programs in Chinese, French, German, Classical Greek, Italian, Latin, Japanese, Russian and Spanish. Enrollments in language courses are particularly high. Middlebury also has a high percentage of language-proficient juniors studying abroad. Many double and joint majors involve advanced language study. The international major enables students in fields other than languages and literature to demonstrate functional foreign language competence by taking advanced courses in their disciplines at a Middlebury school abroad.

Middlebury College is thus in fact an international university with a student body of international orientation. Faculty and program directors represent prestigious universities here and abroad. Rather than a narrowly defined "language school" we see ourselves as a school *for* language. We believe that successful study of a language in its cultural context belongs in the mainstream of any curriculum as one of the most enlightening and humanizing activities in which one can engage.

Middlebury Language Pledge: Language Schools students pledge to use the foreign language as the only means of communication during the entire session. The pledge, strictly enforced, plays a major role in the success of the program, as both a symbol of commitment and an essential part of the language learning process itself.

Summer in Vermont

Middlebury College sits on a hill overlooking a small Vermont town to the east, and the rolling countryside of the Champlain Valley to the west. The campus, self-contained yet only a short walk from town, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live in dormitories assigned to their schools and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes meet in the morning and early afternoon. The schools reserve late afternoons, evenings, and weekends for social and cultural events including plays, films, lectures, concerts, amateur nights, and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections including the Nolfi Curriculum Collection, and the Freeman Language Laboratory, with individual and group facilities and a large selection of audio and video materials to assist students in the development of their skills. The Ballenger Computer Center offers computer facilities for word processing in a variety of languages. Students can become involved in foreign language programming at the College's radio station, and make use of a wide range of audio-visual equipment, including a video studio, for class projects.

Middlebury College's athletic facilities include an 18-hole golf course, a field house, an indoor pool, eighteen outdoor and eleven indoor tennis courts, racquetball and squash courts, and a fully equipped fitness center. There are jogging, running, and bicycling trails around the campus and in the surrounding countryside.

The Middlebury College Center for the Arts opened in the Fall of 1992. This 100,000 square foot building, which has been described as an "arts village" under one roof, contains the Middlebury College Museum of Art, an expanded Music Library, and enlarged and improved rehearsal and performance facilities for theater, dance and music.

Curriculum

The Middlebury Language Schools offer beginning, intermediate and advanced courses in the nine-week summer session of the School of Arabic. The intensive language curriculum (courses 101-402) is generally considered equivalent to approximately one year of study.

Graduate and undergraduate students from many institutions of higher education as well as professionals from various fields make up the student body of the School of Arabic. Faculty, native and near-native speakers of Arabic, represent major universities in the U.S. and the Arab world. The faculty-student ratio in the School of Arabic is approximately one to four.

The main emphasis of the school is the teaching of Modern Standard Arabic (*al-FusHaa*), used throughout the Arab world. Beginning with the summer of 1991, however, Egyptian and Moroccan Arabic were added to the curriculum and in the summer of 1992 Syrian Arabic was offered for students at the high intermediate level and above. Beginning and intermediate students are exposed to a selection of common phrases and expressions used in every-day life in their speaking classes. In addition to their regular Modern Standard Arabic coursework, high intermediate and advanced students choose one of the following electives: Beginning Egyptian Colloquial Arabic, Intermediate Egyptian Colloquial, Beginning Moroccan Colloquial, Readings in Mediaeval Texts, or Conversations in Modern Standard Arabic. The addition of colloquial Arabic to the school's curriculum has been made in response to the growing need to make students more native-like in their oral proficiency. The choice of the elective courses was based on student preferences.

Students live in an environment in which Arabic is used exclusively. This extensive exposure to the language gives students the opportunity to become totally immersed in Arabic. In addition to formal language training in the classroom, the school organizes a series of films, lectures and cultural events in Arabic. These events introduce the rich cultural, artistic, and religious life of the Arab world today and the extensive Arab heritage in many fields. Lecture topics have included Arab Musicology, the Role of Women in Contemporary Arab Society, Islam and Muslims in the U.S., Language Reform in the Arab World, the Image of the Arab in the American Media and Islamic Architecture. School activities also include picnics, soccer games, and clubs based on the special interests of the students (dance, theater, poetry, music, politics, etc.).

The school emphasizes reading, listening, speaking, and writing skills, all of which are practiced daily. It uses a communicative and functional approach to the study of Arabic rather than mere cognition of the language and its grammar. An exceptionally wide-ranging collection of authentic listening, speaking, and reading materials, completed in August 1990 with assistance from the U.S. Department of Education, aids in the students' acquisition of the four skills.

The material covered and the level of proficiency achieved in one summer at the Middlebury School of Arabic is generally considered equivalent to at least one academic year's work at most other institutions. Student progress is evaluated through the administration of a written proficiency test that includes reading, listening, and writing, and an oral proficiency interview based on the ACTFL Proficiency Guidelines. These tests are given at the beginning and at the end of each session. These instruments document levels of proficiency normally achieved in three or four semesters of study.

The school has its own language lab with a selection of tapes for work on all skills, and access to the Middlebury College library, which houses an Arabic collection. Students may use this collection for outside reading and class research. The School also has an extensive collection of authentic audio and video tapes from the media in many parts of the Arab world. In addition, students have access to word processing in Arabic at the Ballenger Computer Center. Four Macintosh computers equipped with the Nisus Arabic word processing program are made available to students of the School of Arabic.

Academic Policies

Credit

The Middlebury Language Schools define credit in terms of *units*. One unit equals three semester hours. The nine-week program in Arabic carries a total of four units (twelve semester hours) of credit.

Transfer Credits

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury.

Auditing

Auditing is not permitted in the intensive language curriculum, nor may students in those courses audit courses in other schools.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students enrolled in the summer sessions. Aid for the summer session is in the form of grant and/or work. (Loans may also be available to Middlebury College undergraduates enrolled in the summer session.) All financial aid at Middlebury is based on financial need as determined by the Office of Financial Aid. The Language Schools Financial Aid application and current federal tax returns are the primary documents used in determining eligibility, although additional information may also be requested. If you are not a U.S. citizen, a permanent resident alien, or a Canadian citizen, you must complete the Foreign Student Financial Aid Form, which is available from the Office of Financial Aid. Please note that the application for admission is a separate process from the application for financial aid.

Our financial aid budget is limited and does run out, so you should send a COMPLETE financial aid application to the Office of Financial Aid as soon as possible after January 1 to insure the best possible chance of receiving aid. A complete application includes all relevant documents listed on the checklist on the first page of the Language Schools Financial Aid Application. We will begin reviewing your application for completeness upon receipt of the first document you send. The Financial Aid Office will make aid decisions on a rolling basis for those students whose applications are complete AND who have been accepted for admission.

Address inquiries about financial aid to the Office of Financial Aid, The Emma Willard House, Middlebury College, Middlebury, VT 05753-6003, or call (802) 388-3711, ext. 5158. To obtain a financial aid application, call the language school to which you are applying.

Scholarships

Several endowed and named scholarships at Middlebury College honor friends, faculty or students of the Language Schools.

Candidates for financial aid need not apply for a specific scholarship. We will automatically consider all applicants for an award from the appropriate scholarship fund or from the general grant fund.

Fees

A non-refundable fee of $40 must accompany each new student's application. Within thirty days of acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school. Students may obtain a full refund of the deposit by notifying the school in writing by May 1 that they have decided to cancel their enrollment. We determine all other refunds according to the schedule included in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Applicants to the School of Arabic are accepted on a rolling basis beginning in January, and the school is usually full by mid April; early application is therefore strongly suggested, especially for those students interested in financial aid. Students at the summer session must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study.

The Language Schools grant admission on the basis of academic qualifications and the availability of space. We determine final placement in courses by student performance on oral and written tests administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed appropriate by the school.

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Graduate Internships

The School of Arabic will offer two graduate internships in the summer of 1993. The graduate interns will have a chance to audit the advanced level class, observe the school's faculty in operation, and help in grading and material selection. In addition, they may be expected to tutor beginning-level students.

Eligible candidates must have served as teaching assistants at their home institutions or have career interests in the teaching of Arabic. Candidates must also possess advanced language proficiency.

The school will provide interns with full room and board and a small stipend for the nine-week summer session. Interns will be expected to cover their own travel expenses to and from Middlebury College. For further information about these internships, please write to the school of Arabic at Middlebury College.

Administrators and Staff

Director: MAHMOUD AL-BATAL. Assistant Professor of Arabic, Emory University. Ph.D., University of Michigan.

Dean: Elizabeth Karnes Assistant to the Director of the Language Schools. B.A., Adelphi University.

Assistant: Ingrid Pixley
Bilingual Secretary: Mayada Zoghbi. B.A., University of Minnesota.

Faculty*

NABIL ABDEL-FATTAH. Assistant Professor. Tanta University, Tanta, Egypt. Ph.D., University of Texas at Austin.

AWAD ABDELGADIR. Elementary School Teacher. Austin and Dripping Springs School Districts, Texas. M.A., Southwest Texas State University.

OUAFAA BERRADA. Matrise, Universite de Paris-Sorbonne.

AMIN BONNAH. Lecturer in Arabic, Georgetown University. M.A., American University in Cairo.

KRISTEN BRUSTAD. Assistant Professor of Arabic, The College of William and Mary. Ph.D., Harvard University.

LILJANA BUBONJIC. Teaching Fellow, University of Texas at Austin. M.A., Khartoum International Institute for Arabic Language.

AHMED FERHADI. Language Lecturer in Arabic, New York University. Ph.D., The University of Michigan.

ABDEL RAHMAN EL-GIBALY. Instructor, University of Kansas. M.A., Indiana University, Bloomington.

MOUSA AL-HALOOL. Instructor. Pennsylvania State University. M.A., Pennsylvania State University.

MOULDI HADIJI. Instructor, Washington-Lee High School, Arlington, VA. Ph.D., Georgetown University.

SAMIRA KHALIL. Instructor, Arabic Language Institute, The American University in Cairo. Diploma in Education, Ain Shams University, Egypt.

MONCEF LAHLOU. Assistant Professor, Sidi Muhammad Ben Abdallah University, Fez, Morocco. Ph.D., University of Texas.

DAVID MARCUS. Lecturer in Arabic and Spanish, Emory University. M.A., Georgetown University.

* *Faculty from the 1992 Summer Session.*

SAMIA SAYED MONTASSER. Instructor. CASI, Arlington, VA and LLE, Washington, D.C. M.A., Bath University, Bath, England.

ZEINAB TAHA. Lecturer in Arabic, Georgetown University. Senior Arabic Language Teacher (On Leave), Arabic Language Institute, American University in Cairo. M.A., American University in Cairo.

ABBAS EL-TONSI. Senior Arabic Language Teacher, Arabic Language Institute, American University in Cairo. M.A., Cairo University.

Course Offerings

Students are placed in the following levels based on scores from written and oral proficiency exams which are administered at the beginning of the summer session.

101-102 Elementary Arabic (Level 1)
The beginning level is designed for students with no prior knowledge of Arabic. Daily coursework combines the use of a textbook with the use of authentic materials on a variety of topics for reading and listening comprehension. By the end of the course, students are expected to

(1) master the writing and sound systems of Arabic,
(2) understand and use basic grammatical structures,
(3) have active use of about 1000 vocabulary words,
(4) comprehend short reading passages,
(5) understand sentence-length utterances in a limited number of content areas, and
(6) handle a limited number of interactive, task-oriented social situations.

There are five hours of classroom instruction per day in addition to work in the language lab and written assignments. Students should expect to spend between five and six hours per day on assignments and study outside of class. From the outset, the medium of instruction is Arabic, except for occasional grammatical explanations. (4 units)

199-200 High Elementary Arabic (Level 1.5)
This course is designed for students who have had some exposure to Arabic either through living in an Arab country or through a short period of formal study, but who have not reached the intermediate level of proficiency. The course assumes full control of the writing and sound systems of the language. Emphasis here is placed on the expansion of the students' vocabulary and grammatical structures so as to allow them to begin functioning with the language in a variety of situations. Materials used at this level are drawn from both the elementary and intermediate levels. Students at this level are expected to use Arabic from the first day, and classes are conducted entirely in Arabic.

There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class.

201-202 Intermediate Arabic (Level 2)
The intermediate level begins with a thorough review of basic Arabic grammar and vocabulary in order to bring students to a common working level. Objectives at this level are the mastery of the basic grammar, including more complex structures not covered in the beginning course; acquisition and expansion of vocabulary (1500-1700 words), and the development of skills in reading, writing, listening, and speaking. These objectives are achieved through class discussion and intensive study of authentic written texts, and through intensive oral/aural practice using authentic audio, and video materials. There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class. (4 units)

301-302 High Intermediate Arabic (Level 3)
This course is designed to allow for accelerated learning for intermediate students who bring with them a more solid background in Arabic than students in 201-202. The general objectives are the mastery of basic grammatical structures as well as some more complex structures, the ability to handle successfully a variety of communicative tasks, the ability to understand sustained listening passages, the ability to read more authentic passages, and the ability to write letters and paragraphs.

Classes meet for five hours per day. In addition, work outside of class requires an average of five to six hours a day. (4 units)

401-402 Advanced Arabic (Level 4)
Students accepted at this level are expected to have mastered basic grammar and word mechanics and possess an Intermediate-Mid rating in oral proficiency in Modern Standard Arabic. The course is designed to have students attain advanced proficiency in the skills of reading and listening comprehension, writing, and speaking. After an initial review period, reading and listening activities for the course deal exclusively with authentic materials on various contemporary topics in language, literature, and the social sciences. Through outside projects, class presentations, lectures, book reports, and extensive use of authentic written materials and audio-visual programs, students develop advanced skills in reading, writing, speaking, and listening. Special emphasis at this level is placed on understanding the nuances of the language and the use of idiomatic expressions and rhetorical devices. Coursework at this level includes extensive reading of advanced texts. Students can expect to be able to read, write, and discuss a wide variety of complex academic and intellectual subjects with a high degree of language proficiency by the end of the session.

Classes meet three to four hours a day, and students should expect to spend five to six hours outside class on assignments and preparation. (4 units)

Electives
Students in the High Intermediate and Advanced Levels are required to choose one elective course which meets four hours each week. The elective courses will be determined by student preference and the availability of instructors. The following electives were offered during the 1991 and 1992 sessions:

(1) **Elementary Egyptian Arabic.**
This course is designed to expose students to the basics of Egyptian Colloquial, to enable them to function in daily life situations.

(2) **Intermediate Egyptian Arabic**
This course is intended for students who have had some exposure to Egyptian Colloquial. Special emphasis in this course will be placed on the use of audio-visual materials.

(3) **Elementary Moroccan Arabic**
This course is designed to expose students to the basics of Moroccan Colloquial to enable them to function in daily life situations.

(4) **Readings in Medieval Texts**
This course is intended to give students practice in reading literary and historical medieval texts.

(5) **Conversations in Modern Standard Arabic**
This course is intended for students who wish to gain additional practice in speaking Modern Standard Arabic through discussions of articles and topics of interest and through oral presentations on a variety of subjects.

(6) **Elementary Syrian Arabic**
This course is designed to expose students to the basics of Syrian Arabic to enable them to function in daily life situations.

Clubs
In addition to regular coursework, students are required to participate in a club of their choice. The clubs hold two-hour meetings once a week. The clubs are determined by student interest. Clubs in the 1992 Summer Session included the following:
(1) Arabic Music and Dance Club
(2) Literary Club
(3) Political Club
(4) "Turath" (Heritage) Club
(5) Cinema Club
(6) Theater Club

MIDDLEBURY COLLEGE
LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

EDWARD C. KNOX
Director of the Language Schools
Vice President for Foreign Languages
Jean Thomson Fulton Professor of Modern Languages and Literature
Ph.D., Yale University

Middlebury College Language Schools	**Schools Abroad**
Arabic	Florence
Chinese	Madrid
French	Mainz
German	Moscow
Italian	Paris
Japanese	
Russian	
Spanish	

For an application to one of the Language Schools, please write to the school of your choice at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

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Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. Questions relating to compliance with Sec. 504, Rehabilitation Act of 1973, during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The School of Arabic
Middlebury, VT 05753 - 6131

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